



TEACHERS' GUIDEBOOK

for

# Surprises

CURRICULUM





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# TEACHERS' GUIDEBOOK

for

# Surprises

*Editor-in-chief*

JOHN A. MCINNES

*Associate Editors*

MARGARET GERRARD

JOHN RYCKMAN

*Teacher Consultants*

MARGARET BELFRY

ALTHEA COLLINS

HELEN SIBBALD

MART TINNURI

*Illustrations*

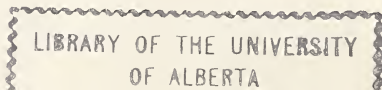
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# INTRODUCTION

The primary program of this series is well-balanced and systematic. It emphasizes the relationship of reading to the other phases of language development. Through the use of poems, illustrations, experience charts, and other language activities in the readers, workbooks and guidebooks, the program promotes interest and competency in all phases of language. The program has been planned to allow for individual differences in children so that they may have successful early experiences with reading. It has been planned with respect for the individuality of teachers so that they may enjoy scope for their own initiative and talent.

## INSTRUCTIONAL MATERIALS

### Reader

*Surprises* has the wholeness and continuity of a single book, but it is divided into three units for instructional purposes.

It contains stories and poems drawn from the everyday activities of children and from the realm of wonder and fantasy. The stories and story-poem in *Surprises* have been written in controlled vocabulary. The other poems are not confined to controlled vocabulary. For children with a limited verbal background these poems may help to extend familiarity with language, as words in the poems become part of their listening or speaking vocabularies. For the more able children the poems may help to extend not only their listening and speaking vocabularies, but also their reading vocabularies. For all children the poems should assist in the development of a sense of rhythm and rhyme and should further the appreciation of language.

The illustrations in *Surprises* have been designed as an integral part of the teaching program. They help convey to the children the plot of the stories of which the printed words are only a part. They help children develop a deeper appreciation of the personalities and feelings of the characters and of the subtleties of the situations. They are both realistic and fanciful to suit the various moods of the stories in the reader. Their contents stimulate thinking and discussion, an important part of language development, basic to success in reading.

The test *Can You Read?* at the end of each unit contains all the words introduced in that unit. The test, given on an individual basis, helps assess how well each child recognizes and understands the vocabulary of the unit in isolation and in a new context. The test helps the teacher decide whether a child is ready to proceed to the next unit or whether there are specific weaknesses that should be overcome.

## **Workbook**

The workbooks, *We Can Read Surprises*, Expanded Edition, and *We Can Read Surprises*, First Edition, present materials for activities that help consolidate vocabulary, strengthen word attack, comprehension, and study skills. They provide many co-operative language experiences.

The directions given in the workbook are supplemented by instructions in the guidebook. Sample items are suggested. In presenting these, the teacher provides additional practice for pupils in particular skills and makes sure that they understand the procedures necessary for carrying out the workbook activities.

To accompany many pages of the Expanded Edition, the guidebook suggests additional language experiences. Some of these are individual activities that the pupils may do independently.

In *We Can Read Surprises*, Expanded Edition, there are individual word cards. These are designed to be cut from the centre of the book. Suggestions for their use are found throughout the guidebook under the sub-heading, *Word Card Activity*.

## **Language Development Pictures**

This is a set of nine coloured pictures large enough for group instruction.

- They may stimulate story telling, dramatization, conversation, and relating of personal experiences by the children.
- They may provide the background information necessary for the introduction of certain stories.
- They may be used to extend language experiences after a story has been read.

The use of these pictures may result in the making of charts on which children see their own words in print. Specific suggestions for the use of these pictures are included in the guidebook.

## **Puppets**

Puppets of Jack, Jill, Sandy, and other characters that appear in the book are available. Suggestions for the use of such puppets appear in this guidebook.

## **Class Word Cards**

The words from the pre-primer and primer are printed on large cards. They may be used in introducing new vocabulary, in reviewing words already

taught, and in building pupil and teacher-made sentences. Specific suggestions for use of the cards are given in the lesson plans.

## **Film Strips**

Film strips accompany *Surprises* and serve as a supplement to the stories in the reader. These film strips present new material that can be used for many purposes. As additional language experiences, the film strips can be used with all the children. For children with limited speaking and listening vocabularies, they help build needed background. For children who need additional practice to establish a basic reading vocabulary, the film strips review the words of the reader in new and meaningful contexts. For particularly able children, they provide an opportunity for the enrichment of reading vocabulary as new words are presented with obvious picture and context clues. Suggestions for the use of these aids accompany the film strips.

## **INSTRUCTIONAL PROGRAM**

### **Language Development**

An important goal of this program is to strengthen and expand pupils' ability to understand, appreciate and use language. To accomplish this goal provisions have been made in the instructional program. The stories and poems in the reader present situations for discussion, dramatization, and story-telling. The activities in the guidebook and the workbook provide opportunities for building concepts of size, colour, place and action. The lesson plans in this book consistently co-ordinate and supplement the materials of the workbook and reader, emphasizing the expansion of the children's competencies with language.

Prior to formal reading instruction, language charts are used as one means of developing basic language skills and abilities. Through their use, growth can be realized in the size of children's speaking and listening vocabularies, in their understanding of concepts and in their ability to organize thoughts around one subject in an orderly fashion.

Language charts

- help prepare children for reading instruction since they teach that printed symbols represent spoken words;
- help develop sentence sense;
- demonstrate left to right progression;
- help improve visual discrimination and perception;
- present printed words in a meaningful setting.



With the beginning of formal instruction, charts may be used as language activities and as reading materials. Simple charts may be used for the meaningful introduction of new words and for the review of words already taught.

It is quite possible that the same chart may serve different purposes for different children. For the child whose language background is limited, a chart may serve to develop oral language skills. For the unusually able child, this same chart may become an enriching reading experience. Without formal teaching he may incorporate into his reading vocabulary words outside the basic vocabulary of the reader. One of the best ways of individualizing instruction in reading at this level is through the use of such charts.

In building a language chart, the children participate in a preliminary discussion of an experience. Whether vicarious or direct, this should be an experience that the children have enjoyed and wish to record. The teacher guides the pupils by comments and questions to suggest material for the chart. This material is printed by the teacher on the chalkboard or on chart paper and is read aloud by her. Through her manner of acceptance the teacher makes each child feel that his contribution is worthwhile. If a sentence is awkward in construction or incorrect grammatically the teacher can help the contributor to improve his effort before it is recorded. The teacher should encourage spontaneous childlike expression, keeping in mind that at no time should the activity become teacher dominated.

The *Language Development Pictures* described under Instructional Materials provide motivation for language experience charts.

## Poetry Appreciation

Children show a natural appreciation for poetry at an early age. So that they may see poetry as an integral part of reading, favourite poems and rhymes as well as original poetry have been included in the program.

The enrichment poems in the reader are not confined to the controlled vocabulary and are not intended to be read by the majority of children. They will be presented orally by the teacher as suggested in the lesson plans. Some children because of their superior ability to recognize new words quickly and to use verbal and picture context clues, may be able to read all or part of this enrichment material. Children who are not ready to read the poems may derive pleasure from looking at the poems in the reader. They may enjoy discussing the illustrations and comparing the artist's interpretation of the poem with the ideas they visualized when they heard the poem.

The teaching of all poetry should be approached in such a way that children will enjoy it. While a poem may be discussed and commented upon, at no time should it be the subject of probing by the teacher. A variety of interpretations should be permitted. Memorization of poetry should, of course, be encouraged, but never forced or assigned. When a child enjoys a poem and wants to have it read or recited by the teacher over and over again, memorization will follow naturally. Poems to be read to the children are suggested in the guidebook.

### **Basic Reading Vocabulary**

As a child learns to read he associates the sounds and meanings with printed symbols. He acquires a basic reading vocabulary. Because words are learned as whole words in useful situations, reading, from the very beginning, is a meaningful process.

A word is learned readily when meaning is attached to it, when use is made of it, and when emotion is connected with it. A beginning vocabulary has been selected that is appealing and easily learned. The words chosen are used frequently in a variety of situations so that learning can be consolidated. These words serve as the foundation upon which word attack skills are built. In addition to the words used in the reader a number of words are introduced in the guidebook and used in the workbook.

### **WORD ATTACK SKILLS**

As a child becomes a competent reader he develops four methods of unlocking unknown words. He becomes adept in

- Using Context;
- Using Word Form;
- Using Word Structure;
- Using Phonics.

The child learns to shift from one method to another and to use a combination of methods.

#### **Using Context**

The child who uses context clues has at his command one of the most powerful aids to meaningful reading. He does not read *was* for *saw* in the sentence, **Jáck** *saw* a *cow*. By the use of context clues he gets the word, not by guessing, but by logically anticipating what the word might be.

When the child gets a new word because of the way it is used in a sentence, he is said to be using verbal clues. If he makes use of clues in the illustra-

tion he is said to be using picture clues. Typographical aids such as punctuation, and kinds of print provide still other context clues.

At the beginning of the reader, because of the simplicity of text, verbal clues are strongly supported by picture clues. Throughout the reader, context clues may be used in combination with the other word attack skills. By the third unit of the pre-primer specific practice is provided in the workbook and lesson plans to help children use these combined skills. Effective use of context clues is facilitated by the oral language program.

## **Using Word Form**

The child who employs word form clues makes use of the general shape of a word. Insufficient training in the use of this skill can result in the child confusing “little” words. Accurate reading takes a high degree of visual discrimination and a well-trained visual memory.

Before the child commands the use of other word attack skills to get words independently, he may make extensive use of word forms. He should be taught:

- to observe a word from left to right, noting its length and the outline of its form;
- to see likenesses and differences in word forms;
- to recognize words in their capitalized and lower-case initial-letter forms;
- to combine word form clues with other word attack techniques.

## **Using Word Structure**

The child makes use of word structure when he examines a word to see how it is constructed. He uses this skill in its simplest form when he recognizes a known word to which an *s* or *ing* has been added, and when he recognizes the two parts of a compound or hyphenated word. It is not until later that he identifies prefixes and suffixes and divides words into syllables. This skill is closely tied to the other word attack skills.

## **Using Phonics**

Phonics involves the process of associating sounds with printed symbols. This process becomes meaningful to the child only when he can apply it to a word that he understands and can use immediately in a reading situation. It is of little use for the child to apply his knowledge of phonics to get an unknown word such as **rill**, from the known word **Jill**, since he is not likely to know the meaning of this word or to meet it in reading. On the other

hand, it may be profitable for him to unlock the more familiar words **hill** or **fill**.

The three steps involved in using phonics are: 1. Auditory discrimination, 2. Visual-auditory discrimination, 3. Substitution.

### **Auditory Discrimination**

The skill in hearing likenesses and differences in the sounds of words must be developed if the child is to make use of phonics. Initial instruction in this skill begins in the reading readiness program and is continued through the grades. In the pre-primer program the emphasis is on hearing initial consonant sounds and rhyming words. The child, for example, who is able to hear that **with** and **we** begin with the same sound, and that **fish** and **dish** rhyme is well prepared to get the word **wish** on his own.

### **Visual-auditory Discrimination**

Skill in visual-auditory discrimination calls for association of sound with printed symbols. The child is introduced to this skill when he learns that words that begin with the same consonant sound often begin with the same letter. As his reading vocabulary expands he learns to associate more and more symbols with sounds.

Although the guidebook includes the teaching of the letter names during this step, no special stress has been placed on it. Teachers know that there will be some children in their classes who have already learned the names of letters. If the letters are called by their names the children who do not know them will gradually learn them. Confusion need not result between sounds and names if the teacher consistently identifies letters by name.

### **Substitution**

The vocabulary of the grade one program has been chosen to ensure that early in their reading experience children may acquire techniques to deduce words independently. Towards the end of the pre-primer they are taught to see the relationship between known words such as **house**, **mouse**; **funny**, **bunny**; **fish**, **dish**, etc. This preparation helps children acquire the substitution technique.

In the early pages of the primer, the children meet the new word **man**. They realize it begins like **me**, and ends like **can**. They are taught to substitute the sound of the letter **m** for **c** and arrive at the new word, and then read it in context.

Meaningful clues in the story content support the children in their efforts to deduce words independently. Skill in using this process is extended so

that children may get words not used in the reader. These are words that the children may have had occasion to meet in their language charts or other materials. Practice in this kind of application of the substitution process is suggested in the lesson plans.

## **COMPREHENSION SKILLS**

On the pre-primer level the comprehension skills are developed through oral questioning by the teacher, through practice material suggested in the lesson plans, and through the use of the *We Can Read Surprises* workbook.

### **Finding the Main Idea**

In the pre-primer, both pictures and words are used by the children to get the main idea of a story, page, or sentence. The teacher's questions should stimulate discussion of significant events in stories. A single page may be read to bring out one important development in a story. At this level, illustrations aid greatly in the understanding of important ideas.

### **Noting Detail**

Often it is just as important to note significant details as it is to understand the main idea. When a reader has a specific question in mind careful attention to detail is required. Details both in picture and in printed text should be noted. Questions should be framed in such a way that they help the children see details in relation to the main ideas. Question should be asked concerning important details about the characters, actions, and setting. Many independent practice activities in *We Can Read Surprises* help sharpen the child's attention to detail.

### **Observing Sequence**

Children at this stage can begin to learn that a story is a sequence of events. Each simple story in the pre-primer, *Surprises*, has a line of action or plot. A series of events leads up to a predictable climax or to a surprise ending. The child who is not aware of sequence cannot appreciate fully a surprise ending and cannot enjoy an unexpected turn of events in a story.

Skill in seeing sequence of events can be developed through the child's own story telling, through recall of stories heard, and through recall of stories read and reread in the pre-primer. The teacher helps children become aware of the order of events in a story by asking questions, such as, "What happened first? What happened next? What happened last?" This kind of experience is important because it forms the beginning of skills that are fundamental to the reading of longer selections and books, to the writing of stories, and to the organizing and remembering of factual material.

## **Seeing Relationships**

Tied closely to the ability to see sequence is the ability to see other relationships. One event in a story may result from another. Suggested procedures throughout the guidebook will help the teacher develop in the children an awareness of this relationship.

## **Making Inferences**

The pre-primer, through its illustrations and text, presents many occasions for making inferences. Some children can learn “to read between the lines”, to infer what is not directly stated about the feelings, motives, actions and reactions of characters.

## **Predicting Outcomes**

The child becomes motivated to read when his curiosity is aroused as to what may happen in the story. The ability to predict outcomes and to alter predictions as new elements arise is an important one. In the prediction of events children draw, not only on clues from the story, but also on their own background of experience. For this reason their predictions may, and should, vary. For some children learning to predict may be difficult because of lack of experience. The teacher should help these children by preparing a common background from which they can draw. For example, children who are unfamiliar with puppets might need experience with them before they could predict what might happen in a story involving the making of puppets.

Discussion of titles may be used to help children make initial predictions as to what may happen in the unit or story. Questioning, by the teacher as the plot unfolds, should lead the children to alter their predictions and make new ones until the final clue about the outcome is discovered.

It is obvious that the skill of predicting outcome cannot be taught unless the story the children are to read is new to them. They can readily be taught that much more enjoyment and learning are to be had from the story in the reader when no one in the group has read it in advance.

## **Drawing Conclusions**

The drawing of appropriate conclusions culminates the reading of a selection or part of a selection. Children should be taught to support their conclusions by selecting evidence from the stories and from their own experiences. They may be led to draw conclusions about the characters in the stories, the events that have happened, the types of stories and their feelings about them. Conclusions drawn from reading the stories may be confirmed



by applying what is read. Children who make paper-bag puppets, after reading about puppets, may conclude that a great deal of pleasure can come from using their imagination and ingenuity as the characters in the book do.

## **STUDY SKILLS**

When practical applications of reading are to be made, children need competency, not only in comprehension skills, but also in study skills. Although some study skills are not required until children begin to search out, organize, and remember material in the content field, others are needed early in the reading program. A certain feeling of independence can be realized by adequate training in the simpler study skills as early as the pre-primer period.

### **Following Directions**

Skill in following both oral and written directions is essential if children are going to profit from a learning situation. At the pre-primer level, much practice must be given in following spoken directions. This practice, which calls for careful listening, should be related to the activities in which the children are interested. Appropriate practice in following one, two, and three step oral directions should be geared to the needs of the children. The teacher should demonstrate the use of printed directions as she reads aloud and discusses the communications that come into the classroom, such as posters, invitations and announcements.

As the children proceed through the pre-primer, familiarity with simple printed directions may be developed.

Mary, water the plant.

John, put up the chairs.

Sally, clean the brushes.

The workbook and guidebook activities provide opportunities for practice in following both oral and printed directions.

### **Locating Information**

Children need locating skills in reading as soon as they begin to use books. At the pre-primer level, they can learn the purpose of the Table of Contents and page numbers. At first, they will use these at the teacher's direction to find a specific story. Later they will use these independently when they wish, for example, to reread for pleasure a particular story in the book.



## THE LESSON OUTLINE

The lesson outlines are designed to help teachers make the most effective use of the pre-primer program. They include suggestions for teaching the reading skills in a systematic sequence and for enriching reading experiences. These suggestions are outlined under the headings:

- Preparing for Reading
- Reading the Story
- Teaching the Reading Skills
- Extending the Language Experience

### Preparing for Reading

In preparing children to read a story the necessary background of experience may need to be developed, new vocabulary may need to be introduced, interest may need to be aroused, and purposes for reading may need to be set.

Preparation may be made through procedures such as:

- discussion of experiences children have had that are closely related to the story topic;
- recall of a story previously read;
- study of a picture from the reader or from another source;
- discussion of the title of the unit or story;
- discussion of essential background information;
- presentation of some of the new vocabulary of the story through discussion and visual aids;
- setting reading purposes co-operatively by teacher and pupils.

The following facts should be noted.

- Interest is sometimes spoiled when too much of the story plot is revealed or when reading of the story is delayed too long.
- Careful consideration should be given to the introduction of words. When a word appears for the first time in a particular story it may or may not be introduced prior to the reading of the story. Whenever possible children should meet words in the story context. Decisions on the introduction of words depend on the ability of the children and the context in which the words appear. Overemphasizing the introduction of words can destroy interest in the story.
- Vocabulary development takes place through all the stages of a lesson.
- The more pupils are involved in setting of reading purposes, the better. The purposes set depend upon the maturity of the children as well as on the nature of the material.

## Reading the Story

The first reading is done to satisfy the general purposes for reading the selection set up during the preparatory step.

- It is always done silently so that each child gets a chance to read at his own rate, to recognize the words for himself, and to work out his own comprehension.
- It is guided by the questions and comments of both teacher and pupils.
- The number and kind of questions asked depend upon the reading power of the children and the organization of the material.

The rereading is done for purposes different from those of the first reading.

- It is usually done orally at this level.
- It may be done after the silent reading of only a few sentences in order to answer a specific question, or it may be done after the silent reading of a page, or of an entire story.
- It may be for informal dramatization, for reading assigned parts of a story, for recalling certain details, or for pleasure.
- The procedures used in rereading are governed by the nature of the material and the needs of the children.
- Sometimes the purposeful rereading is postponed until after the Reading Skill step of the lesson.

## Teaching the Reading Skills

The procedures outlined help children establish their basic reading vocabulary, their word attack, comprehension, and study skills. These skills have been described under the heading *Instructional Program*.

## Extending the Language Experience

The reading experience has not been completed when a story has been read and reread. The knowledge, interests and skills gained from reading a particular story or from carrying out an activity in the guidebook or workbook should be extended and enriched.

- Thinking may be stimulated through story-telling and discussion.
- Interest in reading may be furthered through hearing stories and poems, exploring books, and participating in other language activities.
- Creative expression may be stimulated through dramatization, story-telling and art.

Teachers, using the lesson plans with discretion, will select and adapt the ideas in each step of the lesson to suit the needs of the pupils they teach.

# I: REVIEWING COLOURS

## VOCABULARY

**Words Reviewed:** red, yellow, green, black

Lessons 1 to 7 precede the reading of the first story in *Surprises*. They do not follow the regular lesson patterns. In these first lessons the children are given an opportunity to review the names of the colours introduced in the pre-reading program. The children are also introduced to the title of the book and to the characters, Jack and Jill. The first seven words of the vocabulary are taught so that the children will meet with success when they read the initial story in *Surprises*. The amount of time spent on the experiences in these lessons is left to the discretion of the teacher. If the children have had no previous experience recognizing colours or recognizing the names of colours, the procedures outlined in Lessons 1 and 2 may have to be adapted.

## PREPARING FOR READING

### Presenting Vocabulary

**red, yellow, green, black** — Tell a story about a train. Explain that the train has a black engine. Show a cut-out engine with the word **black** printed on it. Explain that on the train there is a little red car that is full of red apples, a yellow car that is full of bananas, and a green car that is full of green jelly. Show cut-outs of the cars with the colours printed on them. Ask the children, "If you could have just one of the cars which one would you take? Why?"

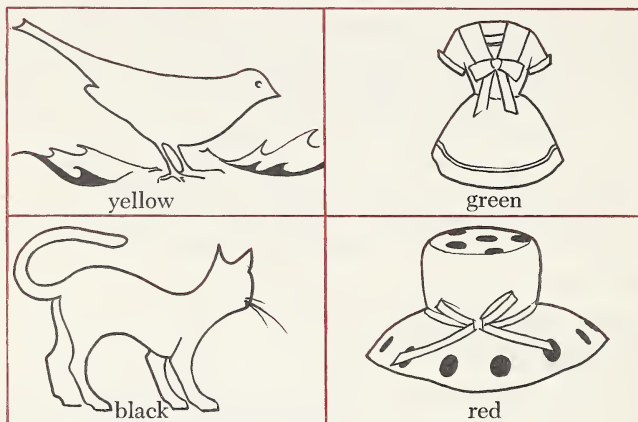
Print on the chalkboard **black, red, yellow, green**. Have children match the parts of the train with the colours. Cut out other coloured objects: red cherry, green leaf, lemon, black cat, etc. Have children match the words with these objects and show where they would go in the train.

A colour chart may be made by mounting the black engine and coloured cars on manilla tag. Room should be left for additional cars.

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words** — From coloured construction paper cut out balls. Place them on a tackboard. Cut out white balls slightly larger than the coloured ones. On these white balls print the names of the colours and place them over the corresponding balls. Have the children read the words on the balls, then check the accuracy of their reading by removing the white balls.

**Recognizing and Understanding Words – Seatwork Activity:** Children who have not had a pre-reading program may need the aid of a colour chart in order to do this type of activity. Recall with the children the correct way to hold the crayon and the need for colouring carefully and lightly between the lines.



**Recognizing and Understanding Words – Seatwork Activity:** Duplicate sheets with the names of the colours. Have one sheet for each colour. Have the children draw and colour one or more objects of that colour. They may draw a red apple, a red car, a red ball, etc., on the sheet bearing the word red. A game might be played in which the children cut out the objects and tell in which car of the colour train they would go. Sentences should be encouraged. A child might say, “I would put the red ball in the red car.”

Duplicate a sheet on which there are a number of rectangles, squares, triangles, and circles. On each shape print the name of a colour. Each colour name should be repeated several times. Have the children colour the shapes using the colour indicated.

A colour booklet may be made up. In it children may draw objects of one colour on each page.

## 2: REVIEWING COLOURS

### VOCABULARY

**Word Introduced:** colour

**Words Reviewed:** blue, brown, orange, white, red, yellow, green, black

### PREPARING FOR READING

#### Presenting Vocabulary

blue, brown, orange, white — Use **Language Development Picture 1**. Tell the children a story that they are to complete. Tell the beginning of the story before you show the picture. The children provide the ending by noting the details of the picture.

One day Grandmother Colourful went out and left her four kittens alone in the house. They scampered about looking for things to play with. At last they found just what they wanted. It was Grandmother's basket and there were balls of wool in it. There was also a sock that Grandmother had been knitting. The kittens got into the basket and this is what happened. Tell me what each kitten did.

A chart may be developed from the discussion of the picture. This may be limited to simple statements about the kittens such as:

The black kitten played with a red ball of wool.

The white kitten found some blue wool.

The orange kitten had a green ball and a brown ball.

The black and white kitten played with the yellow sock.

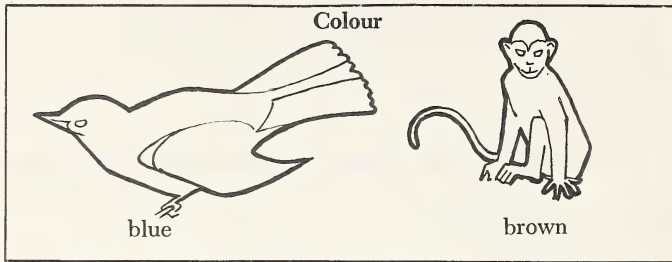
After the language chart has been completed, have the children match the names of colours on cards with parts of the picture. Use directions such as the following.

Find a card that tells the colour of one of the kittens.

Hold the card beside the kitten.

Here is a card that tells the colour of one of the balls of wool. Hold it beside the ball.





**Colour** — Sketch the following on a large sheet of paper.



Say, “The word at the top of this sheet tells you what you are to do with the pictures on the sheet. What do you think this word is?” After a child has responded, have several children frame the word, saying it as they do so. Show the children how to frame the word by using the index finger of the left hand in front of the word, and the index finger of the right hand at the end of the word. Establish this pattern early. Children should often frame a word in this manner, saying and looking at a word as they do so. Say, “The word under each picture tells you what colour you are to make it. What colour should you make the bird? What colour should you make the monkey?”

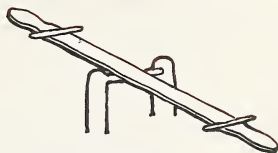
## TEACHING THE READING SKILLS

**Recognizing and Understanding Words – Seatwork Activity:** The children are to colour the pictures as directed.

Colour	
 <p>Colour black.</p>	 <p>Colour blue.</p>
 <p>Colour yellow.</p>	 <p>Colour orange.</p>



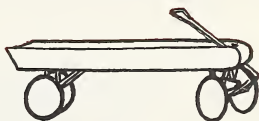
Colour green.



Colour red.




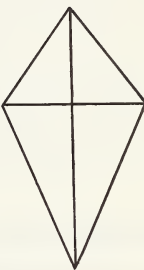




Colour brown.



Colour blue.

**Following Directions** — *We Can Read Surprises*, Expanded Edition, page 1.  
Place the following on a large sheet of paper or on the chalkboard.

Colour colour	
 <p>orange</p>	  
 <p>green</p>	
 <p>brown</p>	

Have the children identify the word **colour**. Have them notice the small kites down the left hand side of the page. Have the word **orange** read. Have a child find a large kite that is the same shape. Explain to the children that they are to colour this large kite orange. Have them read the other two colour words, find the matching kites and indicate how they are to be coloured.



Give each child a copy of the workbook *We Can Read Surprises*, Expanded Edition, with his name printed on it. Explain to the children that these are their own workbooks. Discuss the care they should take of these books. Have the children find page 1 in their workbooks. Have them note the similarity between the chalkboard sketch and the workbook page. Explain that they are to colour the balloons on this page by themselves in the same way that they coloured the kites. Recall with the children the correct way to hold the crayon and the need for colouring carefully and lightly within the lines.

**Noting Detail** — Cut out balloons similar to those shown in the workbook, using the colours named. Play a game called The Missing Balloon in which the children close their eyes while one child removes a balloon. Let the children refer to a list of colours printed on the chalkboard to find which balloon has been taken away. Increase the number taken away after the game has become familiar.

**Recognizing and Understanding Words — Word Card Activity:** *We Can Read Surprises*, Expanded Edition, page 48.

Have the children open their books to the middle. Print on the chalkboard the word **colour** and have it read. Use a copy of the workbook to show the children how to locate page 48. Ask the children to look at the top of the page to find the word **colour**. Then have the children read the names of the colours printed on this page. Show them how they are to cut out these words on the dotted lines. Have the children place the word cards on their desks. Say the name of a colour. Have each child find the correct card on his desk and hold it up so you may see it. Children who make errors may be encouraged to look at the colour chart for help. The activity may be varied by showing the children a piece of coloured paper and not saying the word. Have the children store their cards in a small box or envelope.

## EXTENDING THE LANGUAGE EXPERIENCE

Use Language Development Picture 1 to stimulate dramatization. Have the children discuss the kittens and provide appropriate names for them. Have them act out a story. Each child who takes the part of a kitten should be given a ball of wool or the cut-out picture of a ball of wool or of a sock. The conversation among the kittens may result in exchanging colours. "I like the red wool. Will you trade it for the blue?" "Would you like to have this brown ball to play with?" "That sock is a pretty colour. May I have it?" Children will enjoy adding meowing and purring to their conversations.

# 3: INTRODUCING SURPRISES

## VOCABULARY

### Word Introduced: Surprises (1s)

The number in parentheses immediately following the word introduced indicates the number of the word card in the boxed classroom set available from the publisher.

## PRESENTING THE BOOK

Conduct a discussion about surprises. Question the children about recent surprises they have had and the ones they liked best. Have them give reasons for liking surprises.

Introduce one copy of the book, wrapped as a gift, giving the children an opportunity to guess what surprise is in the parcel. Let one child open the parcel. Explain to the children that this is the first book they are going to read. In this book they are going to read about surprises. Ask the children to suggest a name for a book in which there are many surprises. Print **Surprises** on the chalkboard.

Give each child a copy of *Surprises*. Discuss how to take care of the new book. Demonstrate the proper way to handle a book by holding it at the bottom with the left hand, turning the pages with the right hand from the upper right hand corner. Have children show how they will hold and open the book.

Have the children find the word **Surprises** on the cover. Have them note that this is the same word that is on the chalkboard. Talk with the children about the picture on the cover. Ask them what kind of box they see. Ask them why they might get a surprise if they opened this Jack-in-the-box. Question further about the picture.

Have the children turn the pages until they find the picture of the Jack-in-the-box on the title page. Discuss this Jack-in-the-box. Discuss the materials of which it is made. Ask the children why they might like to have this Jack-in-the-box. Explain that this page tells who wrote the stories in the book and who drew the pictures. Tell them that this is called the title page because on it is the title or name of the book. Have them turn to the Table of Contents on pages 4 and 5. Tell them that in this book there are many stories. On these two pages are the names or titles of all the stories in the book. The children should understand that later they will be able to read the names of these stories. If any of them recognize the numbers explain

that these numbers tell where to find a story in the book. Discuss the pictures bringing out the idea that, in this book, they will be reading about these people, animals, and things. These pictures should not be discussed in such detail that future interest in the stories will be spoiled.

Explain to the children that if they want the book to keep on having surprises for them they must not look ahead in it. There is less chance of the children going through their readers in advance if the books are not kept in their desks or taken home.

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words – Word Card Activity:** *We Can Read Surprises*, Expanded Edition.

A number of different activities may be done with the word cards that name the colours. The children may be given coloured paper and asked to match the words to the colour. Or they may be encouraged to draw pictures of surprises they have had and then colour their drawings. The children may then use the word cards to label their drawings.

## EXTENDING THE LANGUAGE EXPERIENCE

This poem might be introduced by saying to the children, “Here is a poem about someone who received a surprise. Listen to the poem and find out what kind of a surprise it was.” Read the poem.

### THE SURPRISE

Somebody is walking  
Down our street.  
Listen! You can  
Hear his feet.  
  
Hurry to the window,  
Who can it be?  
Look! It's the postman  
With a parcel for me.  
  
See! It's wrapped in paper,  
And the string is firmly tied.  
I wonder, oh, I wonder  
What can there be inside!

Judith Lawrence

Have the children tell what they would like to find in a parcel, and from whom it might come. In pantomiming this poem an actual parcel, with the string tied, may be used. In this way the children in the class can have an experience similar to the one described in the poem. They may enjoy anticipating what is in the parcel considering its size, shape, weight, and sound. If the contents of the parcel are changed, the children will want to repeat the experience. This will call for the rereading of the poem. Through the repetition of this experience, familiarity will give meaning to concepts such as firmly tied and wonder.

Use **Language Development Picture 1** to stimulate story-telling. Some children may wish to look again at this picture and make up a story about Grandmother's Surprise. The story might tell what happened when Grandmother came home and found the kittens in the wool basket.

Develop with the children a language chart concerning surprises. Ask questions such as: "What is a surprise? What does a surprise make you do? When might you get a surprise?"

#### SURPRISES

A surprise is something you don't expect.

It may be something you like.

It may be something you don't like.

A surprise may scare you.

It may make you jump.

It may make you laugh.

You may get a surprise.

You may surprise someone.

## 4: INTRODUCING JACK AND JILL

In this lesson the children meet the story book characters, Jack and Jill, and are taught to recognize their names. The number in the bracket immediately following each new word indicates the number of the word card. Coloured pictures of Jack, Jill, and Sandy, available on request from the publisher, should be used.

### VOCABULARY

**Words Introduced:** Jack (2), Jill (3)

### PREPARING FOR READING

#### Presenting Vocabulary

**Jack** — In introducing the word **Jack**, say, “Yesterday we had a parcel to open. What was in that parcel? What was the name of the book?” Print the word **Surprises** on the chalkboard. “In this book are stories about a boy and a girl. The name of the boy is Jack. Here is a picture of Jack.” Show the picture of Jack. Talk with the children about Jack, what age he might be, what he might like to do, etc. Say, “Here is the word **Jack**.” Print **Jack** on the chalkboard. Ask one child to read the word. Show the children the word card **Jack**. Have the children note that the word on the card is the same as the word on the chalkboard. Have them frame the word on the chalkboard and the word on the card.

**Jill** — Explain that Jack has a friend with whom he likes to play. This friend’s name is Jill. Jack and Jill live on the same street and they go to the same school. They have fun playing together. Show the picture of Jill. Print **Jill** on the chalkboard.

Have the children take the word cards **Jack** and **Jill** from the cardholder and match them to the words on the chalkboard, saying the words aloud.

### TEACHING THE READING SKILLS

**Recognizing and Understanding Words** — Print the words **Jack** and **Jill** on separate cards. Place them in the pocket chart with the blank side showing. A child is asked to choose one of these cards, read it to himself, and then say to the class, “Guess who I am.” He calls upon a child in the class to answer. The child asks, “Are you Jill?” or “Are you Jack?” The first child then shows his card to the class and reads aloud “Jack” or “Jill” according to the word on the card.

**Following Directions** — *We Can Read Surprises*, Expanded Edition, page 2. Print on the chalkboard the word **Jack**. Have the children turn in their workbooks until they find the picture of Jack. Have the children tell what they will do with the picture. Refer to the following sketch on the chalkboard:

Jill	Jack	Jack
Jack	Jill	Jill

Have a child come to the chalkboard and underline one of the words that says **Jack**. Have **Jack** underlined each time it appears. Explain to the children that they are to underline the word **Jack** each time they see it at the bottom of the workbook page. After the children have completed the activity, have them tell the story of Jack painting his wagon. If a co-operative story is made up, it may be recorded on chart paper. The names of the colours might be underlined in appropriate colours.

**Following Directions** — *We Can Read Surprises*, Expanded Edition, page 3. Have the children refer to page 2 of the workbook. Recall with them the two activities they did on this page. Then, have them look at page 3 to note the similarities between the two pages. Ask them which word they think they will underline at the bottom of the page.

After the children have completed the workbook page, the illustration may serve as the basis for an oral language activity. Have the children tell how Jill dressed her doll each day of the week. In their sentences they must use the words printed on the chalkboard. For example, print on the chalkboard **red, yellow, blue**. Say to the children, "Make up a sentence to tell how Jill's doll was dressed on Monday. Use the three words printed on the chalkboard." Have several children reply. One child might answer, "On Monday Jill dressed her doll in a blue dress, yellow socks, and red shoes."

### Using Phonics

**Auditory Discrimination of Consonant j** — To promote awareness of the sound of the consonant j in initial position, use an activity similar to the following. Explain to the children that they are now going to listen to words. Ask them to name the girl in the story and the boy in the story. Have all the children say **Jack, Jill**. Say the words, slightly elongating but not isolating, the sound of the consonant j. Establish that the words **Jack** and **Jill** begin with the same sound. Have the children say the words **Jack, Jill**, and then their own names. Have each child decide whether or not his name begins like the words **Jack, Jill**.



## **PRESENTING THE NURSERY RHYME, *JACK AND JILL***

The nursery rhyme *Jack and Jill* on pages 6 and 7 is used to help the child see familiar words printed as reading material. For many children this enrichment material may serve as a transition from picture books to books with print. In this transition the child learns to associate spoken words with printed symbols, and to relate pictures to print. Activities of this kind may help children make these associations.

Show the children the pictures of Jack and Jill. Explain that Jack and Jill liked to play games together. Near where they lived was a hill. Sometimes they played on the hill. One day Jack said to Jill, "I know a game we can play. Let's pretend we are Jack and Jill in the nursery rhyme." Have the children locate page 6 to see Jack and Jill playing the game. Explain to the children that under the pictures are the words of the rhyme. Part of the rhyme is on page 6 and part is on page 7.

Ask which part of the rhyme might be on page 6. Read it to the children. Discuss the picture on page 7. Read the part of the rhyme on page 7. Reread the whole rhyme. Have some children act out and say or sing the rhyme.

## **EXTENDING THE LANGUAGE EXPERIENCE**

Read to the children "Jippy and Jimmy" by Laura E. Richards in *Time for Poetry* by May Hill Arbuthnot. Before reading the poem tell the children that it is about two little puppies that had a surprise when they went down to the river to play. Have the children listen to the poem to find out what kind of surprise the puppies had. The children may wish to illustrate the poem.

*Note:* In the first edition of *We Can Read Surprises*, pages 1 and 2 accompany this lesson.



# 5: TEACHING THE WORD 'AND'

## VOCABULARY

**Word Introduced:** and (4)

## PREPARING FOR READING

### Presenting Vocabulary

**and** — On the chalkboard ledge or in the pocket chart have several word cards of **Jack** and several of **Jill**. Have a boy come to the front of the room, take the word card **Jack**, show it to the children and say "Jack". Have a girl do the same with Jill's name. Whisper to "Jack" and "Jill" a direction such as, "Walk to the door." Have another child tell what Jack and Jill did. Follow a similar procedure having Jack and Jill pretend they are eating, playing hop-sotch etc. Make sure that the children use the phrase, Jack and Jill, in their comments.

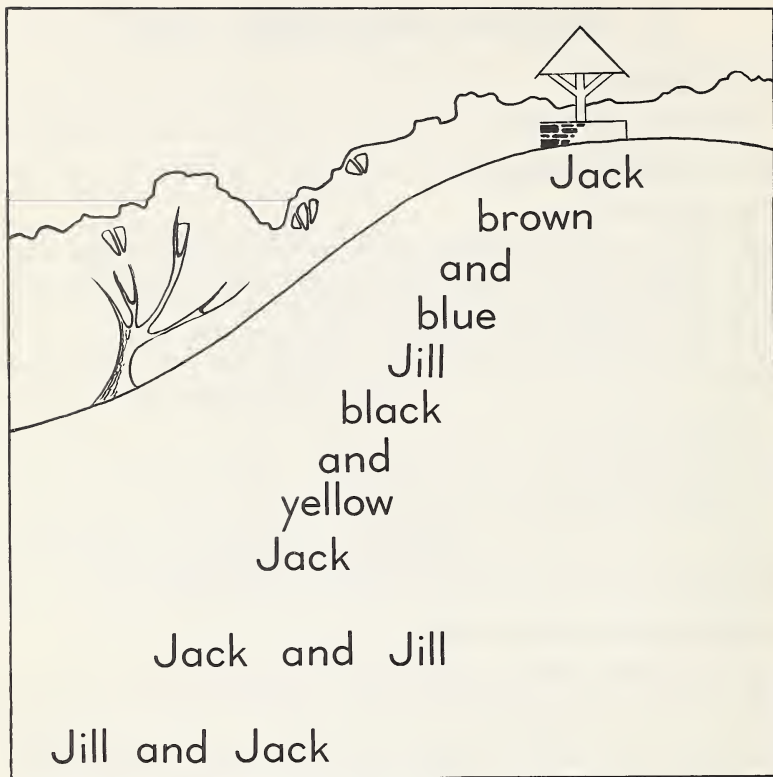
Take another "Jack" and "Jill" from the class. Have the boy hold the word card **Jack**, the girl hold the word card **Jill**. Have the children stand apart. Bring the children together by placing the word card **and** between them. Explain to the children that **and** is a joining word. Print **Jack and Jill** on the chalkboard. Have each word framed. Then have the phrase framed.

## TEACHING THE READING SKILLS

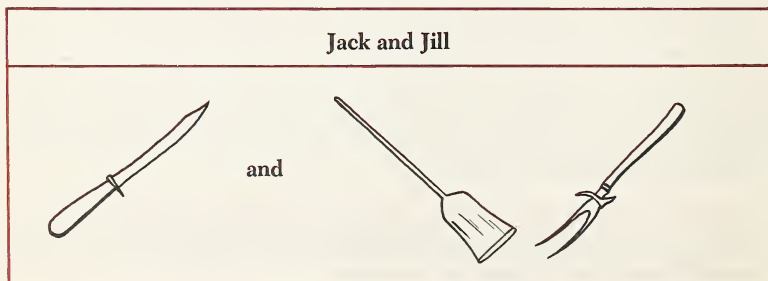
**Recognizing and Understanding Words — Chalkboard Activity:** Print on the chalkboard **Jack and Jill**. Have this read. Then substitute for the word **Jack** the name of some child in the class. See if the child recognizes his name. Have him come to the chalkboard, read the phrase, then frame the word **and**. Then substitute another name for **Jill**, and have two children go to the chalkboard and read the new phrase.

**Recognizing and Understanding Words — Word Card Activity:** Have the children locate page 48 in the middle of *We Can Read Surprises*, Expanded Edition. Have them read the remaining words on the page, then cut along the dotted lines. Then have the children cut from page 49 the word cards **Jill**, **and**. Have the children place on their desks the word cards **Jack**, **Jill**, **Surprises**, **and**. Say one of these words. Have each child find the word on his desk and hold it up so you can see it.

**Recognizing and Understanding Words — Chalkboard Activity:** Play the game, Up The Hill. Have individual children try to climb the hill by recognizing the words and phrases on the path.



**Seeing Relationships** — *We Can Read Surprises*, Expanded Edition, page 4.  
Sketch the following on the chalkboard:





and



Have the children notice the words **Jack and Jill**. Have them look at the drawing of the knife. Have one child draw a line under it. Ask the children which of the other two pictures goes with the knife. Have a child draw a line under the drawing of the fork. Complete the other drawings in the same way. Have the children turn to page 4 in their workbooks. Have them notice the words **Jack and Jill** at the top of their page just as on the chalkboard. Explain to the children that they are to do with the pictures on this page what they did with the pictures on the chalkboard. As the children begin to work independently, check for errors. Reference may have to be made to the examples on the chalkboard.

**Observing Sequence** — *We Can Read Surprises*, Expanded Edition, page 5. Have the children identify the word **Surprises** on the cover of the workbook. Have them turn the pages in their workbooks until they find a page with the word **Surprises** printed at the top. Through discussion of the pictures a story may be told or a language chart developed. Questions such as the following may be used: Whom do you see in the first picture? Whose house do you think it is? What is Jack carrying? Why do you suppose Jack is carrying a present? What makes you think that the other children might be going with Jack? To whose house are they going? Why is Jill getting presents? How do you know? What do you think may happen next? Have the children discuss why **Surprises** is a good title for the page.

### Using Phonics

**Auditory Discrimination of Consonant j** — Provide further practice in listening to the sound of the consonant **j** in the initial position. Ask the children to recall the game in which they listened for names of boys and girls that began with the same sound as **Jack** and **Jill**. Tell the children that this time they are going to listen for other words that begin like **Jack, Jill**. Say, “**Jump, jacket, jelly, June**. All these words begin with the same sound as the words **Jack, Jill**. This time I am going to say two words. Only one of these words begins like **Jack**. Listen: **jump, ball**. Which word begins like

Jack?" Continue this practice with other sets of words. The activity may be varied by having the children put their hands on their heads whenever they hear a word that begins like Jack and Jill.

## EXTENDING THE LANGUAGE EXPERIENCE

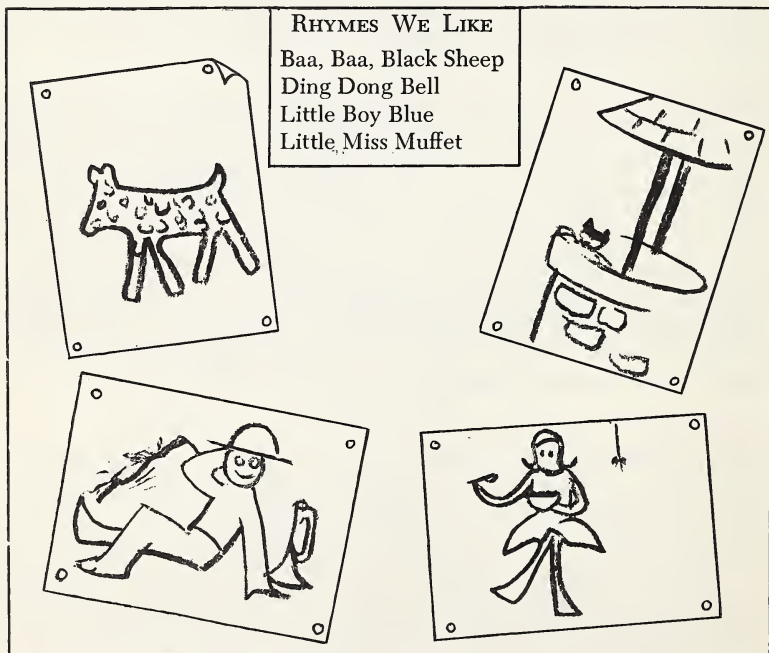
Ask the children to name and recite other nursery rhymes that tell about someone named Jack. It may be necessary to give clues such as the following:

This Jack had a wife who could not eat fat. (Jack Sprat)

This Jack could jump. He liked to jump over candlesticks.  
(Jack Be Nimble)

This Jack sat in the corner. (Little Jack Horner)

Develop with the children a language chart listing the titles of the rhymes they have identified. Add other favourites to the list. The chart may be used as the focal point of a bulletin board display of children's art work.



## JACK AND JILL



Jack and Jill went up the hill to fetch a pail of wa-ter



Jack fell down and broke his crown and Jill came tum-bling af-ter.

Nan Allin.

*Note:* In the first edition of *We Can Read Surprises*, page 3 accompanies this lesson.

## 6: INTRODUCING 'SANDY'

### VOCABULARY

**Words Introduced:** Sandy (5), oh (6)

### PREPARING FOR READING

#### Presenting Vocabulary

**Sandy** — To introduce the word **Sandy** a story similar to the following may be told.

One summer Jill and her mother and father went to a summer cottage for their holidays. One day when they were all down at the beach a boy about Jill's age came along with a puppy. Jill thought this was the nicest little puppy she had ever seen.

"Oh, Mother, look at the puppy!" said Jill.

The boy came over to her. "Do you like him?" he asked.

"Oh, yes," said Jill.

"I like him, too," said the boy, "but there are two more puppies at home. My mother says I must give this one away. Would you like him?"

"Oh, Daddy," said Jill, "I've always wanted a puppy. Do you think I could have him?"

"Maybe," said her father, "but when we go back home, who will look after him?"

"I will," said Jill.

"You will have to take him for walks on a leash," said Father.

"I know," said Jill, "but that will be fun."

Father turned to Mother and said, "What do you think?"

Jill's mother thought for a minute or so. Then she said, "Yes, Jill, you may have the puppy, but remember, you will have to help take care of him."

"I will, I will!" said Jill, jumping up and down like a Jack-in-the-box. "I do love him. Do you know what I'm going to call him?"

Father laughed. "Have you a name for him already?" he asked.

"Yes, I have," said Jill "I'm going to call him Sandy, because he's just the colour of the sand on the beach."

That is how Jill got her dog and why she called him Sandy.

Show the children the picture of Sandy. Print the word **Sandy** on the chalkboard.

Place in the cardholder the words **and, Jack, Jill, Sandy**. Ask a child to find the word that is the same as the word on the chalkboard. Print on the chalkboard the phrases **Jill and Sandy, Jill and Jack, Jack and Sandy**. Have the children use each phrase in a sentence. In the first few lessons, to avoid confusion, it may be wise to remove one line from the cardholder or chalkboard before a new line is presented.

**oh** – This word might be introduced by continuing with a story of Sandy and Jill.

One night when Jill was getting ready for bed she found that one of her slippers was missing. She looked and looked but she could not find it. Just then she heard a sound under her bed. She looked under the bed. What do you think she saw? It was Sandy! He was chewing one of her furry slippers! Here is what Jill said,

(print on the chalkboard)

**Oh, Sandy!**

Sandy dropped the chewed slipper. Jill picked it up. Then she said,

**Oh, oh!**

The children might finish the story by telling what happened next.

**TEACHING THE READING SKILLS**

**Recognizing and Understanding Words – Seatwork Activity:** Place the following on the chalkboard:

Jack and Jill	Sandy
Jill and Sandy	Jack and Sandy



Give each child a large sheet of drawing paper. Demonstrate how to fold the paper in four. Explain that the words in the first square on the chalkboard tell what the children are going to draw in the first square on the paper. Have each child place his finger on the appropriate square on his paper. Do the same with the other squares. If this is the first time such an exercise is done, make sure the children understand clearly what they are going to do before they begin their drawings.

### Using Word Form Clues

**Upper and Lower Case Initial Letter Forms** – To help children identify both capitalized and lower case initial letter forms of the word **oh**, present the following activity. Place **oh** in the pocket chart. Ask a child to read it. Place **Oh** in the pocket chart. Have it read. Explain to the children that although these words do not look the same at the beginning, they say the same thing. **Oh** is used at the beginning of a sentence. One at a time, place such phrases as the following in the chart:



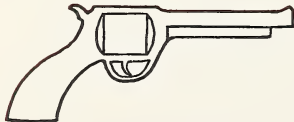

Oh, Sandy.

Oh, Jill.

Oh, oh.

Give a purpose for the silent reading of each line. Then have it read aloud.

**Seeing Relationships** – *We Can Read Surprises*, Expanded Edition, page 6. Sketch the following on the chalkboard:

1. Jack	2. Jill	3. Sandy
		
		

Have the children read the words and the numbers at the top of the page. Then point to the picture of the dog-house. Ask, "To whom do you think this belongs? What number is in the box beside the word **Sandy**?" Point to the box beside the dog-house. Ask, "What might be put in this box to show that the house belongs to Sandy?" Print 3 in the box. Follow a similar procedure for the other pictures. Have the children locate page 6 in their workbook. Explain to them that they are to number the boxes on this page in the same way that they numbered the boxes on the chalkboard.

To give practice following oral directions have the children use the page a second time carrying out directions such as:

Find something a boy wears on his head. Put a red line under it.

Find a place where a doll lives. Draw a black line under it.

## Using Phonics

**Rhyme** – Refer to the language chart and drawings on display. Help the children recall some well known nursery rhymes. Have the children say the rhyme *Jack and Jill*. Then say, "Listen to the sound of these words: **Jill**, **hill**. How do they sound alike? These words sound alike at the end so we say that they rhyme. Listen for two other words that rhyme – that sound alike at the end. Jack fell down and broke his crown." The rhyme can then be repeated having the children supply only the rhyming words. Have the children find words that rhyme in other nursery rhymes.

## EXTENDING THE LANGUAGE EXPERIENCE

Use **Language Development Picture 2** to promote discussion of what games Jack, Jill, and Sandy might play as Sandy grows bigger. Tell them that in the picture the children are playing with Sandy. Show the picture. Suggest that the children think of a story about the picture. Ask, "Who is in the picture? What are they playing? How do they seem to like the game?" etc. Elicit sentences that can be printed on a chart. Ask for a name for the story. Have the chart examined and the name of **Jack** underlined in red, **Jill** in green, **Sandy** in brown. Display the chart with the picture.

Sandy can be made by having the child tear out the shape of the dog from a piece of construction paper; to add texture tear little pieces of paper and paste these to make the shape of Sandy. The procedure should be demonstrated to the children although the idea of making a paper Sandy that is rough and shaggy may be elicited from the children.

The poem “Puppy and I” by A. A. Milne fits in with the theme of this lesson. The poem may be found in May Hill Arbuthnot’s anthology, *Time for Poetry*.

*Note:* In the first edition of *We Can Read Surprises*, page 4 accompanies this lesson.

## 7: TEACHING THE WORD 'COME'

### VOCABULARY

**Word Introduced:** come (7)

### PREPARING FOR READING

#### Presenting Vocabulary

**come** – A story such as the following might be used to introduce the word **come**. As the story is told words in boxes should be printed on the chalk-board and read orally.

One afternoon Jack and Jill decided to play “Band”. What fun they had marching up and down the street! Jack banged on his drum! Jill blew her horn! They were having so much fun that they did not notice how late it was getting. They did not even see their fathers when they came home from work. They were making so much noise that all they heard was, “Boom, bang, boom,” and “Toot, toot toot.”

When Jack’s supper was ready his mother came to the door. This is what she called:

Come, Jack.

If the children are unable to tell from the story context what Mother called, read the sentence to them.

Jack was making so much noise that he didn’t hear his mother calling. She had to call again:

Come, Jack.

Still Jack did not hear. Again Mother called:

Come, Jack.  
Come, come.

This time Jack heard his mother. He stopped playing his drum and hurried into his house for supper. Jill stopped playing her horn. She heard her mother call:

Come, Jill, come.

Jill hurried to her house for supper, too.

**come** — *Alternative Presentation:* Use **Language Development Picture 2**. Have children recall the game that Jack, Jill, and Sandy were playing. Discuss what is said during a game of hide-and-seek.

Present the words that Jack said in this game.

Come, Jill.  
Oh come, Sandy.

Have the story read and let several children act out the game.

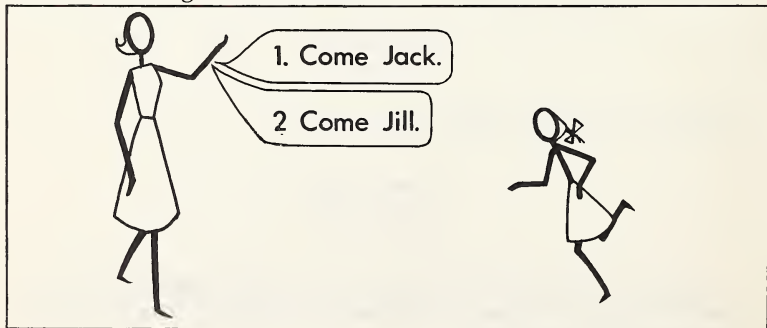
## TEACHING THE READING SKILLS

**Recognizing and Understanding Words** — To strengthen the recognition and understanding of the word **come**, select children to play the roles of Jack, Jill, the fathers, and the mothers. Have Jack and Jill play “Band”. When Jack’s mother appears, she points to or frames the first line and reads in an appropriate voice:

Come, Jack.

As the dramatization proceeds, the other lines are read.

**Seeing Relationships** — *We Can Read Surprises*, Expanded Edition, page 7. Place the following on the chalkboard:

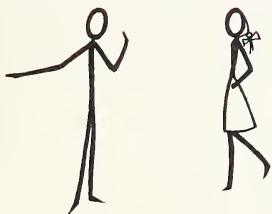


Have the children identify the stick figures as Jill and Jill's mother. Have the words in each balloon read. Ask the children which sentence Jill's mother would be saying if she wanted Jill to come. Have one child underline the sentence to show that this is what Jill's mother is saying.

Have the children locate page 7 in their workbooks. Have them note the similarity to the chalkboard example. Emphasize that they are to draw a line under the sentence that tells what the speaker is saying. Check to make sure that each child gets the first item correct. The children should complete the page independently.

After the children have underlined their answers, discuss the pictures. Have the children tell what the other character in each picture might be saying. Encourage them to think about what might happen next.

**Noting Detail – Seatwork Activity:** The children are to underline the sentence that best goes with the picture.



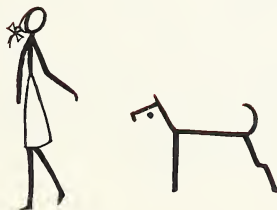
Jack and Jill.

Jack and Sandy.



Jill and Jack.

Jill and Sandy.



Come, Jack.

Come, Sandy.



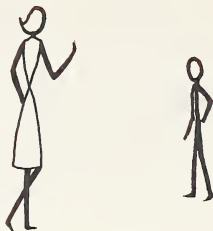
Come, Jill.

Come, Jack.



Jack and Jill.

Jack and Sandy.



Come, Jill.

Come, Jack.

**Recognizing and Understanding Words – Word Card Activity:** Have the children locate page 49 in *We Can Read Surprises*, Expanded Edition. Have them cut out the words **Sandy**, **oh**, **come**. Then place these words on their desks along with the words **Jack**, **Jill**, **and**. Explain to the children that you are going to say some sentences. They are to make the sentences on their desks. Dictate sentences such as:

Come Jill

Jill come

Oh Jack

Oh come Sandy

Come Jill and Sandy

Come Jack and Jill

## Using Word Form Clues

**Upper and Lower Case Initial Letter Forms** – To help children identify both capitalized and lower case initial letter forms of the word **come**, present the following activity. Place **Come** in the pocket chart. Ask a child to read it. Place **come** in the pocket chart. Have it read. Explain to the children that although these words do not look the same at the beginning, they say the same thing. **Come** is used at the beginning of a sentence. One at a time, place such phrases as the following in the chart:

Come, Sandy.

Come, come.

Jack and Jill come.

Give a purpose for the silent reading of each line. Then have it read aloud. Review the forms **Oh**, **oh** in a similar manner.



## Using Phonics

**Rhyme** — Interchange lines of familiar rhymes. Have children listen and supply the missing rhyming word in couplets such as these:

The mouse ran down the clock.

Hickory, dickory\_\_\_\_\_.

Up the hill,  
Went Jack and\_\_\_\_\_.

On a tuffet,  
Sat Little Miss\_\_\_\_\_.

Into the cupboard,  
Looked Old Mother\_\_\_\_\_.

Once in a corner,  
Sat Little Jack\_\_\_\_\_.

## EXTENDING THE LANGUAGE EXPERIENCE

The traditional poem, "Come and Play", found in Grace Morgan's anthology, *Poems for Boys and Girls*, Book One, could be read to the children. Play the game, Guess What I See. Have the children act out what they see on the way to school each day. Each child says: "When I come to school, guess what I see." Children can pretend that they are cats, dogs, policemen, firemen, etc.

*Note:* In the first edition of *We Can Read Surprises*, page 5 accompanies this lesson.

# 8: COME

Text Pages 8 - 12

## VOCABULARY

**Words Reviewed:** Jack, Jill, and, Sandy, oh, come

## READING THE STORY

The first reading may be guided by questions and comments such as these:

- Page 8      Whom do you see in the picture? What is Jack doing? What else might Jack do before he goes to school?
- Page 9      Give the children an opportunity to study the picture. Here is Jack ready for school. What do you think he is trying to do? Why might he want the cat to get into the basket? What might he be saying to the cat? Under the picture we are told what he is saying. Read it to yourselves. What is Jack saying to the cat? Have several children read what Jack says in a way that would make the cat want to get into the basket.
- Page 10     What has happened? Where is Jack now? How do you know? Who is with Jill? Why do you suppose Sandy is on a leash? Have the page read silently to find out what Jack is calling to Jill. Have the sentences read as Jack would speak.
- Page 11     What is happening in this picture? The children will likely note that the cat is now part way out of the basket and that Sandy is pulling on his leash. Jack is talking. Read silently the words under the picture to find out what he says. What does he say? Have several children read Jack's words as they think he might have said them. Why do you think Jill is pulling back on the leash? How do you think the cat feels about what is happening? What do you think will happen next? Let's turn the page to find out.
- Page 12     What has happened? What is Jill trying to do? Read to yourselves what she is saying. What does she say? Why does she say, "Oh, Sandy!?" Have several children read Jill's words to show how she might have said them. What do you suppose happened next?

## Rereading

The story might be reread orally with different children reading the parts of Jack and Jill. The teacher may act as narrator, introducing the story and providing the continuity from picture to picture. When the teacher reaches the appropriate point in the narration, a child reads the words from the book.

## TEACHING THE READING SKILLS

**Observing Sequence** — *We Can Read Surprises*, Expanded Edition, page 8. Sketch the following on the chalkboard:



Have the children look at the three sketches. Say, “These pictures tell about a nursery rhyme. What nursery rhyme is it? Which picture tells what happened first? To show that this picture tells what happens first, I am going to print a 1 in the box at the corner of the picture.” Show the children how to number the other pictures 2 and 3. Have them locate page 8 in their workbook. Ask, “What nursery rhyme does the first row of pictures tell about?” Have the children recite the rhyme looking at the pictures as they do so. Do the other rows of pictures in a similar manner. Refer again to the rhyme on the chalkboard. Explain to the children that they are to number the pictures for each nursery rhyme in their workbook in the same way they are numbered on the chalkboard.

## Using Phonics

**Rhyme** — Riddles such as the following provide an interesting way to present practice with rhyme.

1. Mother sometimes gives you one of these when you are sick. It rhymes with Jill. (pill)
2. On my desk is something that rhymes with look. (book)
3. Look down. It rhymes with door. (floor)
4. Children usually like to eat it. It rhymes with Sandy. (candy)
5. You sometimes play with it. It rhymes with hall. (ball)
6. Something little is on our bulletin board. It rhymes with Jack. (tack)

**Rhyme** — *We Can Read Surprises*, Expanded Edition, page 9.

Sketch the following on the chalkboard:



Have the pupils name the objects. Have them notice the drawing of the cat in the little box. Have a child draw a line under it. Ask, “Does ball rhyme with cat? Does hat rhyme with cat? Hat rhymes with cat so we draw a line under the picture of the hat.” Make sure the children notice that the line is drawn from left to right.

Have the children locate page 9. Say, “Here are some rows of pictures like the one on the chalkboard. Let’s name the pictures in the first row . . . boat, house, coat. Draw a line under boat. Now say their names to yourselves. Which word rhymes with boat? Put your finger under it.” Check to see if the children’s answers are right. If so, tell the children that they may draw a line under the picture just the way it was done on the chalkboard. If wrong, suggest that they again say the words to themselves. When they have the first row correct, children complete the rest of the page independently. Use the workbook page a second time to have the children follow oral directions. Show them how to mark an X. Have the children place on their

desks an orange, a blue, and a red crayon. Say to the children, "I am going to tell you only once how to mark one picture in each group. Here is the first column of words." Point to the column. "Put your finger beside the boat. Look at the three pictures. Put a red line under the house."

2. Put your finger beside the hat. In this row draw a red X over the cat.
3. In the next row draw a blue line through the apple.
4. In the next row draw a line from the cake to the knife.
5. In the next row draw an orange hat on the man.
6. In the next row colour the head of the fox blue.

Now put your finger beside the can at the top of the second column. In this row draw a blue X on the fork.

Follow a similar procedure for the other pictures in the second column.

## **EXTENDING THE LANGUAGE EXPERIENCE**

Children may enjoy the poem "A Kitten" by Eleanor Farjeon in *Time For Poetry*, by May Hill Arbuthnot. The story *Angus and the Cat*, by Marjorie Flack, may be read to the children.

*Note:* In the first edition of *We Can Read Surprises*, page 6 accompanies this lesson.

## 9: SEE

Text Pages 13 - 16

### VOCABULARY

**Words Introduced:** see (8), something (9), funny (10)

### PREPARING FOR READING

#### Presenting Vocabulary

**see** — A story such as the following might be told. As the story unfolds, the words in the boxes should be placed in the pocket chart or on the chalkboard.

One Saturday, Jill was feeling very sad because it was raining. She and Jack had planned to go on a picnic. Now they could not go. Jill played with her dolls, but she got tired of them. She played ball with Sandy, but Sandy got tired and went to bed.

"Oh, Mother," said Jill, "what can I do?"

"Why not look out the window?" said Mother. "See if there is anyone out in the rain."

"Oh, there won't be anybody out in the rain," said Jill.

"There might be," said Mother.

Jill went to the window and looked out. She looked down the street. She called to her mother,

Come and see!

Come and see Jack.

There was Jack dressed in his big yellow raincoat, his big yellow rain-hat, and his shiny black rubber boots. He was carrying a big basket, and he was coming to the front door. Jill ran to the door and opened it.

"I have our picnic," said Jack. "We can have it in the house."

"What fun!" said Jill. "May we have our picnic in the attic, Mother?"

"Why, yes Jill," said Mother. "You and Jack may have a rainy day picnic."

Jill's father arrived home from work. "Where's Jill?" he asked.

"On a picnic with Jack," said Jill's mother.

"A picnic!" exclaimed Father. "How can Jack and Jill have a picnic on a rainy day like this?"

Mother answered,

Come and see.

Up to the attic they went. What a surprise Jill's father had! There on the floor sat Jack and Jill eating their supper.

Father laughed. "You *are* on a picnic! I know somebody else who wants to come to your picnic. Look behind you, Jack," he said.

See Sandy.

"Here Sandy," said Jack. "You may come to our rainy day picnic." Point to the first sentence. Ask, "What did Jill call to Mother when she saw Jack coming down the street? There is a new word in that sentence. What is it?" Have several children frame the word **see** and say it. Continue to question in this manner for the other sentence from the story.

**something, funny** — The story of Jack and Jill may be continued to introduce these words. The drawings and the words in the boxes should be placed on the chalkboard as the story develops.

After the children had finished eating their picnic supper, they decided to play. Jill got out a chalkboard and began to draw. Jack found a jig-saw puzzle so he sat down on the floor and began to put it together.

In a little while Jill thought of a guessing game to play on her chalkboard, but she needed Jack to do the guessing. She drew something on the chalkboard. Then she called to him,

Come Jack.

Come and see.

Jack got up off the floor and went over to the chalkboard. This is what he saw.





“What is it?” he asked.

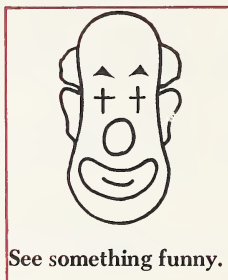
“Something,” said Jill in a teasing voice.

“But what is it?” asked Jack.

“Something,” said Jill. “Close your eyes. Don’t open them until I tell you.”

Jack closed his eyes and Jill worked away at her chalkboard.

(Have children close their eyes while the drawing is completed as shown.)



“Now, Jack,” said Jill, “open your eyes. See something funny.”

“It is a funny clown,” laughed Jack.

The story may be continued with Jack making another face or something else that is funny. At the end of the story, have the children read and frame the words **funny**, **something**, and **something funny**.

**Word Card Activity:** Have the children cut words **see**, **something**, **funny** from page 49, *We Can Read Surprises*, Expanded Edition, and add them to those already cut out. Have them place the cards on their desks. As you say a word they are to hold that card up. The activity may be varied by having children make simple sentences. **See Jack. See something. See something red.,** etc.

## Introducing the Story

Have the children retell what happened to Jack and Jill on the way to school. Have them find page 13 in their books. Guide the discussion of the pictures with such questions as: Where do you think Jack and Jill are now? Why do you think so? Who else is in the picture? What pet has this little girl brought to school? The children are having a special day. What might they call the special day when they bring pets to school? On the bulletin board is a sign that tells what kind of special day it is. What do you think the sign says? If the children do not suggest **Pet Day**, read the words to them. Draw the children's attention to the title of the story. Have the title read first silently, then orally. Have the children suggest what Jack and Jill might see in their room on Pet Day. The story might be read to find out what happened on Pet Day at school.

## READING THE STORY

- Page 14      What do you think is happening in this picture? Through discussion establish that the children who are already in the classroom are crowding around a table. On the table there is a box into which the children are looking. One of the children is speaking. Read the first sentence silently to find out what she is saying. Read the second sentence to find out what she wants Jack and Jill to do. What do you think she wants them to see?
- Page 15      What is happening in this picture? Read the first sentence to see to whom Jill is talking. Read the second sentence to find out what she tells Sandy to do. What do you think is in the box? Let's turn the page to find out what is in the box.
- Page 16      What has happened? Have the children read to themselves to find out what Jill said. Does Sandy like the puppy? How do you know?

## Rereading

The rereading might follow the procedure introduced in the previous story. This time have a child act as narrator and tell what is happening in the picture. Another child then reads the page orally.



## TEACHING THE READING SKILLS

**Noting Detail—Seatwork Activity:** Print sentences in boxes on the chalkboard, as illustrated. Give each child a sheet of drawing paper. Demonstrate how to fold it into four parts. Make sure each child's paper is turned the

right way. Explain to the children that the first square on the chalkboard tells them what they are going to draw on the first square of their paper. Have each child place his finger on this square. See if the children themselves can explain how they will complete the page.

See something funny.	See Jill and Sandy.
See funny Jack.	Jack and Jill see Sandy.

**Using Context Clues** — *We Can Read Surprises*, Expanded Edition, page 10.  
 Sketch the following on the chalkboard:

Come_____. and     Jill     See	
See funny_____. funny     Sandy     Jack	

Ask the children to look at the first picture, then read the sentence silently. Explain that a word is missing in the sentence. Point to the three words under the sentence. Ask the children to read these words, then decide which one belongs in the sentence. Have the sentence read orally. Have a child draw a line under the correct word. Follow a similar procedure for the second picture and sentence. Have the children locate the page in their workbooks. Have them note that this page is to be done the same way as the chalkboard examples.

After the children have finished the workbook page have them number the pictures from 1-5. Have them make up a sentence to go with each picture. Print these sentences on the chalkboard after the numbers.

**Recognizing and Understanding Words** — In the following procedure children are introduced to verbs with s endings. Sketch stick figure drawings of Jack looking at Jill.

Ask the children, “Who sees Jill?” After a child has responded, print on the chalkboard:

**Jack sees Jill.**

Have it read. If children have difficulty underline *see* in *sees*. Have sentences similar to the following read silently, then orally.

**Come, Jill.**




**Jill comes.**

**Oh see Sandy!**

**Jill sees Sandy.**

**Noting Detail** — *We Can Read Surprises*, Expanded Edition, page 11.

To explain how page 11 is done, sketch the following on the chalkboard:

<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">1</div>  <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-left: 10px;">Oh</div> </div>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">2</div>  </div>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">3</div>  <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-left: 10px;">See</div> </div>
<p>See Sandy. <input type="checkbox"/></p> <p>Oh <input type="checkbox"/></p> <p>Jack comes. <input type="checkbox"/></p>		

Have the children read the first sentence silently. Ask them to find the picture that goes with that sentence. Ask them the number of the picture. Point to the box after the sentence **See Sandy**. Ask, "What will we put in this box to show that it tells about the picture of Sandy?" Print **2** in the box. Follow a similar procedure for the other two sentences. Have the children locate the workbook page. Explain to them that they are to do this activity in the same way that they did the activity on the chalkboard. Say, "Read the first sentence to yourselves. Find the picture that goes with that sentence. Put the correct number in the box."

### Using Phonics

**Rhyme** — Recite the beginning of a nursery rhyme such as "Hickory, Dickory, Dock" to the children. Have one child finish the rhyme. Again say the rhyme, stopping at the first rhyming word. Ask the children what word rhymes with this word.

Explain to the children that two words rhyme when they end in the same sound, like **dock** and **clock**. The rhyme "One, Two, Buckle my Shoe" also gives good practice.

**Rhyme** — *We Can Read Surprises*, Expanded Edition, page 12.

As this activity is similar to the one on page 9, have the children refer to page 9 and recall how it was done. Then have them do page 12 independently. Some children may be ready to use rhyming words in little verses. These may be nonsense verses at first. They might be initiated by saying, "Tell a story about a frog and a dog. Tell a story about a parrot and a carrot."

**Interpreting Punctuation** — To help children interpret exclamation marks, put sentences such as these on the chalkboard:

**Oh, Sandy!**

**See something funny!**

Draw to the attention of the children the exclamation mark. Explain that this mark tells how the sentence should be read. Have the children practise reading from the chalkboard sentences with exclamation marks.

**Locating Information** — Print on the chalkboard:

#### Stories

Have the children turn the pages in their reader until they find this word at the top of the page. If necessary, demonstrate with a copy of the reader. Ask the children to recall what is on this page. (In the first lesson, they were told

that on these two pages were the names of all the stories in this book.) Print on the chalkboard **Jack and Jill**. Have it read. Explain to the children that the first part of the book is called **Jack and Jill** because the stories are about Jack and about Jill. Tell the children that under the words **Jack and Jill** is the name of the first story. Have them find it and read it to themselves. Have one child read it aloud, and as he does so, print it on the chalkboard. Put on the chalkboard the series of dots and the number 9. Explain to the children that the dots are like a path leading them across to the number. This number tells them on what page the story can be found. Have the children turn in their books until they find a page with the word **Come** and the number 9 — a number which looks like this. (Point to the number.) At this stage children may not be able to recognize numbers but should be able to see that the 9 on the Table of Contents is similar to the number on the first page of the story *Come*. Review the story *Come* briefly. Then have the children return to the Table of Contents and locate the story *See* using a similar procedure. The story may be reread.

## EXTENDING THE LANGUAGE EXPERIENCE

Use Language Development Picture 3. Display the picture of Jack and the puppet. Have the children suggest why Jack is dressed as he is. Have them decide where the puppet show is taking place. Suggest that they think of a story about the picture. Elicit sentences that can be printed on a chart or on the chalkboard. Let the children suggest a title for the story. Using word cards or printed words on strips of paper, present part of the story as what Jack might have said.

**Come and see.**

**See something funny.**

Poems such as “The Extraordinary Dog” and “The Ordinary Dog” by Nancy Bird Turner may be enjoyed at this time. Both are found in *Time for Poetry*, by May Hill Arbuthnot. A bulletin board display of pets the children have or would like to have might be arranged. Each child may contribute a photograph, drawing, or magazine picture. The pupils’ comments might be dictated to the teacher and printed under the picture.

*Note:* In the first edition of *We Can Read Surprises*, pages 7 to 9 accompany this lesson.

# 10: SANDY

Text Pages 17-20

## VOCABULARY

**Words Introduced:** here (11), I (12)

## PREPARING FOR READING

### Presenting Vocabulary

here — It is suggested that this word be presented initially as outlined under *Reading the Story* rather than prior to the reading of the story.

I — Use **Language Development Picture 3**. Refer to the language chart developed for this picture at the end of the previous lesson. Have the children reread Jack's words as he announced the puppet show.

Come and see.  
See something funny.

Introduce the idea that a little boy came to see the show and talked about it. This is what he said. Present these sentences on the chalkboard or strips of paper and have them read.

I see something funny.  
I see the funny monkey.

Have the new word I underlined. Let the children think of other sentences the little boy might have said. Print these on strips of paper or on the chalkboard. Draw attention to the word I.

I — *Alternative Presentation:* Place a picture on the flannelgraph, or in the pocket chart, after the words I see. Ask one child what he sees. As he says I see cookies, point to the sentence. Ask the children to find the word I. Have the picture sentence reread. Continue the procedure using other pictures. Encourage the children to use descriptive words. For example: I see a big round chocolate cake with white icing.

### Introducing the Story

Review with the children the events of the previous story. Ask them to suggest what the children in the story might do with their pets on Pet Day.



Have the children open their books to page 17 to find out what Jill did on Pet Day. Draw attention to the title of the story. Have it read silently, then orally. Ask, "What is Jill doing? What do you think she is painting?" The story might be read to find out what happened when Jill finished painting.

## READING THE STORY

Guide the first reading of the story with questions and comments.

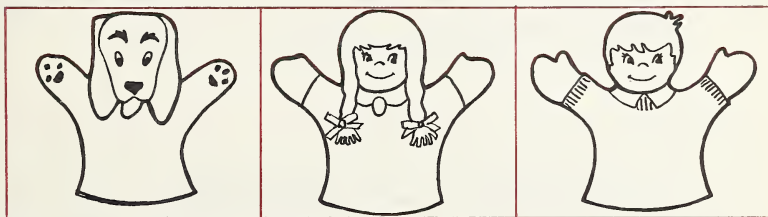
Page 18 Who has come to see what Jill is doing? Jill is speaking to Jack. What is she saying to him? If necessary, draw attention to the hand gesture to elicit the words **Come here**.

Page 19 Discuss why Jack and Jill might be smiling and why Sandy is jumping down from the chair. Have the children read the first two lines to find out what Jack is saying about the picture. Have the rest of the page read to find out what he wants Sandy to do. What do you think Sandy will see when he looks at the picture? Let's turn the page to see if you are right.

Page 20 Discuss how Jill's picture of Sandy is different from the real Sandy. Have the line read silently to see what was said to Sandy. Have it read aloud as Jack and Jill might say it. Draw attention to the exclamation mark. The children might suggest some pictures that Jack will draw when he is at the easel.


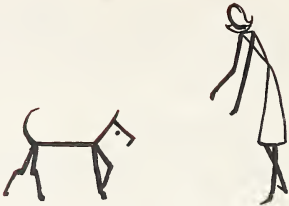
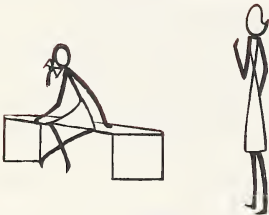

## Rereading

Have the story reread using the hand puppets for Jack, Jill, and Sandy. Have three children manipulate the puppets while three other children read the appropriate lines.



## TEACHING THE READING SKILLS

**Noting Detail – Seatwork Activity:** Explain to the children that in each picture the teacher is calling someone to come. At the bottom of the page are the words that she said. Have the children cut out the four sentences and paste them under the matching pictures.

	
	
Come here, Jack.	Come here, Sandy.
Come here, Jill.	Come, Jack and Jill.

**Noting Detail — Seatwork Activity:** Give each child a large sheet of drawing paper. Show how to fold it into four parts. Explain that the sentences in the squares on the chalkboard tell what they are going to draw in the squares of their paper. When the children have completed their drawings, have some children tell about them.

1. See funny Jack.	2. See funny Sandy.
3. See funny Jill.	4. I see something funny.

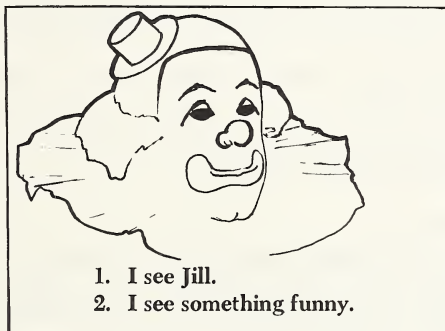
**Following Directions** — Make up four sentence cards: **I see Jack. I see Jill. I see Sandy. I see something funny.** Place these cards face down on the desk. Place pictures of **Jack, Jill, Sandy, and something funny** on the chalkboard ledge. Have a child come to the desk, pick a sentence card, read it silently and place it with the matching picture. Repeat the activity, having children come to the chalkboard in response to the printed directions:

Come \_\_\_\_\_ (pupil's name).

Come here and see something.

**Finding the Main Idea** — *We Can Read Surprises*, Expanded Edition, page 13.

In order that the children may carry out this page independently, sample items such as the following might be presented. Have the children read the two sentences. Ask them which one tells about the picture. Have a child underline that sentence.



**Using Context Clues — Chalkboard Activity:** Place on the chalkboard sentences and words similar to the following. Pointing to the four words, explain to the children that only one word belongs in each sentence. Have the children read the first sentence silently and decide which word belongs in the blank. Print the correct word in the sentence. Have it read. Complete the other sentences with the children.

1. Come here, _____.	here
2. I _____ Jill.	something
3. See _____ funny!	see
4. Come _____ Sandy.	Sandy

## Using Phonics

**Auditory Discrimination of Consonant s** – Have children listen to the words: see, something, Sandy. Discuss with the children how the words are alike. If there are children in the class whose names begin with S, have them say their names and the word see to show that they sound alike. Have the children name pictures or things in the room that begin like see.

Ask children riddles such as the following:

1. Sometimes we have it on toast at breakfast. It begins like Jack. (jam)
2. We never see it at night. It begins like see. (sun)
3. Sometimes we drink it for breakfast. It begins like Jack. (juice)
4. It is a girl's name. It begins like Jack. (Janet, etc.)
5. It is in the kitchen. Sometimes the dishes are in it. It begins like see. (sink)
6. We feel this way when we are unhappy. It begins like see. (sad)
7. It is a kind of airplane. It goes very fast. It begins like Jack. (jet)
8. Sometimes we have it for lunch. It is served in a bowl. It begins like see. (soup)

## Using Word Form Clues

**Upper and Lower Case Initial Letter Forms** – To reinforce the recognition of the same words when the first letter is either a small or capital letter, print the following on the chalkboard. Then have the children join the two forms of the word with a line.

Come	something
Something	oh
Funny	see
Here	come
Oh	here
See	funny

## EXTENDING THE LANGUAGE EXPERIENCE

Pupils may enjoy discussing tricks their pets can do. They may pantomime these and have others guess what the trick is and what kind of pet performs it. Pictures of real or imaginary pets might be painted. Pupils may wish to dictate titles or captions for their pictures to be printed by the teacher. The reading of the poem "My Dog" by Marchette Chute in *Time for Poetry* by May Hill Arbuthnot may be appropriate at this time.

*Note:* In the first edition of *We Can Read Surprises*, pages 10 and 11 accompany this lesson.

# 11: JILL AND SANDY

Text Pages 21 - 24

## VOCABULARY

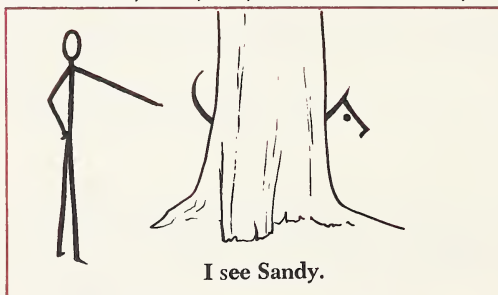
**Word Introduced:** too (13)

## PREPARING FOR READING

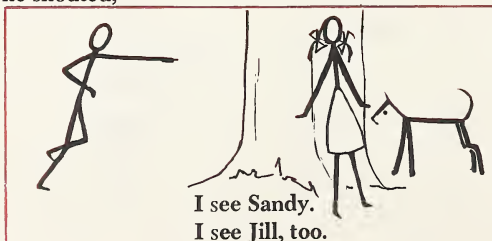
### Presenting Vocabulary

**too** — In introducing the word **too** a story such as the following may be used. As the story develops, illustrations should be shown and the sentences under the illustrations read or **Language Development Picture 2** may be used.

One Saturday Jack and Jill were playing Hide-and-seek. Jack took his turn. He counted to twenty and then went to look for Jill. He ran round the house. He looked in the garage. He peeked in the kitchen door. Then he saw something move behind the big tree. He knew what it was. He called, "One, two, three." Then he said,



Jack ran over to the tree and looked behind it. Then he shouted,



The procedure may be repeated having the children tell what Jill says when it is her turn to look for Jack and Sandy.

### **Introducing the Story**

Talk with the children about what they do at recess, particularly the games that they play together. Recall the story of pet day at school and discuss what might be done with the different pets when recess time comes. Print the title of the story *Jill and Sandy* on the chalkboard.

Have the children turn to the Table of Contents and find the story *Jill and Sandy*, then follow the dotted line to the page number. Put the page number on the chalkboard. Then have the children locate the story. The story may be read to find out what happens at recess.

### **READING THE STORY**

Guide the silent reading of the story with questions and comments such as the following.

- |         |   |
|---------|---|
| Page 21 | Discuss the picture. Question the children as to why Sandy is on a leash and what games the children might play with him. Have the title read.  |
| Page 22 | Have the pupils notice that some of the children in the picture are waving to Jill. Have the first two lines read silently to find out what the children are saying. What do they want Jill and Sandy to do?  |
| Page 23 | Through discussion draw attention to the boy in the picture who is pointing. To whom do you think he is speaking? Read the page to find out what he is saying. What does he ask Jack to do? What does he say about Sandy? Why does he think Sandy is funny? What game do you think the children are playing? Let's turn the page to find out. |
| Page 24 | Discuss the game the children are playing. Read the four lines for the children. Have them decide who is the farmer, who is the farmer's wife, and who is the child.  |




### **Rereading**

Have some members of the group pantomime the actions of the story while two children read pages 21 through 23. All the children might like to participate in singing and playing *The Farmer in the Dell*.







## TEACHING THE READING SKILLS

**Drawing Conclusions — Chalkboard Activity:** Place on the chalkboard ledge pictures of Jack, Jill, and Sandy. Print the words of the speakers in balloons. The children must read the sentences in each balloon, decide who said them, then place the correct picture under the appropriate balloon.

<p>I see Jack I see Jill, too.</p>	<p>Come here, Jill Come Sandy, too.</p>	<p>See Sandy. See Jack, too.</p>
		

**Noting Detail — Seatwork Activity:** The children are to underline the word that completes the story and goes with each picture.

	
<p>I see Jack. I see _____, too. Jack      Jill</p>	<p>Come here. Come here, _____. Jack      Sandy</p>
	
<p>Oh, see Sandy. See _____, too. Jill      Jack</p>	<p>Sandy sees Jack and Jill. Sandy sees something _____. funny      oh</p>

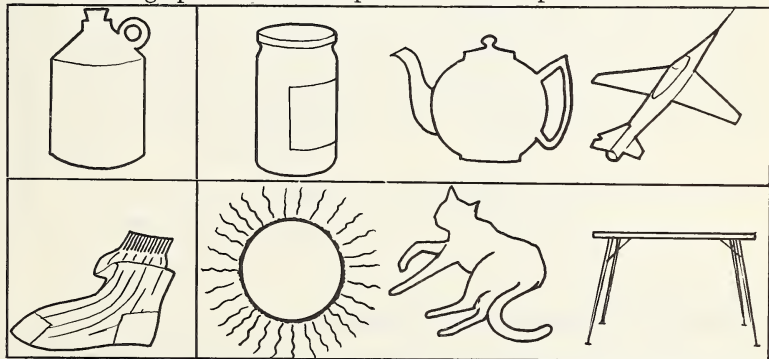
**Using Context Clues** — *We Can Read Surprises*, Expanded Edition, page 14. The activity on this page is similar to the one on page 10. Have the children find page 10 in their workbooks. Help them to recall that in doing this activity they first looked at the picture. Then they read the sentence and the words under the sentence. Then they drew a line under the word that belonged in the sentence. Have the children locate page 14. Explain that they will do page 14 the same way they did page 10. After the children have completed the activity, have them tell the story suggested by the series of pictures.

## Using Phonics

**Auditory Discrimination of Consonants j and s** — Have children listen to the words Jack, jump, Jill, jar to find out how these words are alike. Have the children listen to the words Sandy, some, Santa, Sunday to find out how they are alike. Then present one at a time words that begin with s or j. Have the children tell whether the word begins with the same sound as see or jump. Use words such as Jack, June, salt, same, saw, jig, Jane, said, seem, sent, jelly, say, sad, etc.

**Auditory Discrimination of Consonants j and s** — *We Can Read Surprises*, Expanded Edition, page 15.

On the flannelgraph or chalkboard place two rows of pictures.



The first picture in the first row should begin with j. The first picture in the second row should begin with s. Have children name the pictures. In each row have them find the picture or pictures that begin with the same sound as the first picture. Have several children demonstrate, with fingers, how they will draw a line under these pictures. Additional practice may be given by varying the arrangement of the pictures.

Have the children look at the first row of pictures on page 15 of *We Can Read Surprises*, Expanded Edition. Have them put their fingers under the first picture. Ask one child to name the picture. Have the children look at the other pictures, find and point to the one whose name begins with the same sound as **jacket**. Check each child's work. If it is correct, have him draw a line under it. If it is not correct, ask him to say the words again to himself. Each child should have the first row correct before proceeding to complete the page independently. With some groups the teacher may find it necessary to go over the page, having the children name each picture before attempting the activity independently.

For language development children may be asked to put another word with the picture in order to tell something about it: a new jacket, a warm sweater, a funny Jack-in-the-box, a big garage, etc.

### Using Word Form Clues

**Upper and Lower Case Initial Letter Forms – Seatwork Activity:** Have the children join with a line two forms of the same word.

Come	oh
Here	see
Colour	too
Funny	here
Something	come
Oh	funny
See	something
Surprises	colour
Too	surprises

### EXTENDING THE LANGUAGE EXPERIENCE

Have children name their favourite games. List these on a chart or on the chalkboard. Put the pupil's name beside the game he suggests.

*A Dog Who Came to School* by Lois Lenski fits in well with the theme of the story.

*Note:* In the first edition of *We Can Read Surprises*, page 13 accompanies this lesson.

# 12: JUMP

Text Pages 25 - 28

## VOCABULARY

**Words Introduced:** jump (14), can (15)

## PREPARING FOR READING

### Presenting Vocabulary

**jump** — Use **Language Development Picture 3** to introduce the word. Have children recall the situation and notice what the puppet is doing. Have them suggest what the puppet might be saying or singing as he jumps.

I can jump.

I can jump.

I can jump, jump, jump.

Have the sentences read. Print on strips of paper other lines the puppet might say.

Here I come.

I see Jack.

**jump** — *Alternative Presentation:* Introduce the rhyme **Jack Be Nimble**. Discuss the rhyme, pointing out what Jack can do. Print on the chalkboard the word **jump**. Print sentences using the names of the children in the class. The child who is named does what the sentence tells him to do. After the child does what the sentence tells him to do, he reads it orally. Use sentences such as: **Come here, Tom. Jump, Bill. Betty, jump. Mary, come and jump.**

**can** — A story such as the following might be used. Words and pictures in boxes are printed on the chalkboard as the story proceeds.

One day at school the teacher told the children that they could sit with a friend.

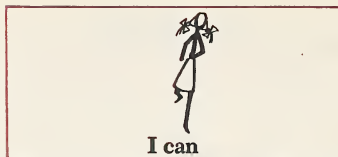
"I know a quiet game," whispered Jill. "Let's play the game where we draw pictures."

"Do you mean the game called, **I can**?" asked Jack.

"Yes, that's the one," said Jill.

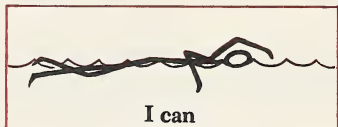
"You begin," said Jack.

Jill took a piece of paper. This is what she put on it.



“Oh, I can guess what that sentence says,” whispered Jack. “It says, ‘I can run.’ Now watch what I do.”

Here is what Jack did.



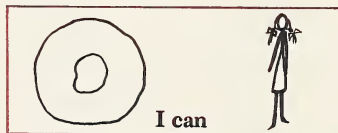
“Oh, Jack, that’s a hard one. Does it say, ‘I can lie down?’” asked Jill.

“No,” said Jack. “Try again.”

At this point have the children in the class help to guess. The right answer could be swim.

“Now, I am going to give you a hard one,” said Jill.

Here is what Jill put on the paper.



“You can’t fool me,” said Jack. “That sentence says, ‘I can fix a tire.’”

“Oh, no, it doesn’t,” laughed Jill. “I did fool you.”

“It says, ‘I can make donuts.’”

The game may be continued as a group activity.

### Introducing the Story

Recall the previous story in which the children and Sandy are playing Farmer in the Dell. “What other games might the children play at recess? Here is the title of today’s story.” Print the title on the chalkboard. In what games do you jump? Have the children turn to the Table of Contents and find the story *Jump*, then follow the dotted line to the page number. Put the page number on the chalkboard. Have the children locate the story. “What are Jack and Jill playing in this picture? Who is watching them through the

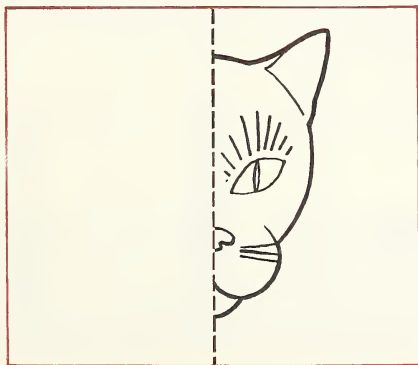
window? Why do you think Jack left his cat in the classroom? If the cat became tired of watching the children play, what might she do? Let's read the story to find out what she does."

## READING THE STORY

- Page 25      Who might be talking on this page? After the children have offered their suggestions, have them read the page silently to see if they can decide who is talking. Through discussion establish that the words on this page are spoken by the cat as she talks to herself.
- Page 26      Who is jumping now? Read the page silently to find out what the cat says to herself.
- Page 27      What is the cat doing now? Read to yourselves to find out what the cat says she can do. What do you think is going to happen next? Let's turn the page to find out.
- Page 28      What did Jack find when he came in from recess? Read the first line to find out what Jack says. Finish reading the page to find out what he asks Jill to do. Do you think Jack is angry at his cat? Why do you think that? What might Jill say when she sees the cat? Look at the bottom of the page. What is the cat doing in this picture? Why?

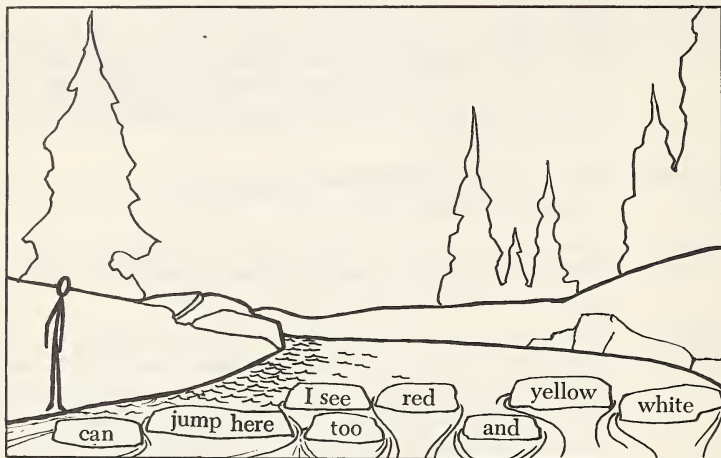
## Rereading

The children will enjoy reading the part of the cat and inserting "mews" in the appropriate places. For added interest a cat's mask may be made from a paper bag or from folded paper as shown in the illustration.



## TEACHING THE READING SKILLS

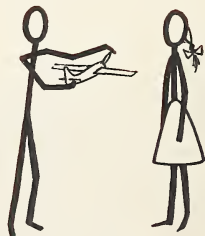
**Recognizing and Understanding Words — Chalkboard Activity:** Have the children pretend they are jumping from stone to stone. A child must read each word and phrase to get across the river.



**Seeing Relationships —** *We Can Read Surprises*, Expanded Edition, page 16.

Present example shown on the chalkboard. Have the children read the two-sentence story silently. Ask the children to find the picture that tells about the story. Have a child draw a line under the picture. Explain to the children that as they do page 16 in their workbooks they are to read the two sentences before drawing a line under the picture.

Oh see!  
See Jack and Jill.





**Noting Detail** – *We Can Read Surprises*, Expanded Edition, page 17.

In order that page 17 may be done independently, sketch the following on the chalkboard. Have the children read the sentences to themselves to decide which ones tell about the picture. Have the sentences read aloud. Have a child draw a line under those sentences that tell about the picture.



1. See Jill.
2. See Jack jump.
3. See something funny.

**Using Context Clues – Seatwork Activity:** The children are to cut out the words at the bottom of the activity and paste them in the appropriate sentences.

1. \_\_\_\_\_ can see Sandy.
2. Jill \_\_\_\_\_ jump.
3. Sandy can jump, \_\_\_\_\_.
4. \_\_\_\_\_ here, Jill.
5. Oh \_\_\_\_\_ something funny.
6. Colour Sandy \_\_\_\_\_.

Come	see	can
brown	Jack	too

**Using Phonics**

**Auditory Discrimination of Consonant c** – Have the children listen to the words cake, cupboard, can. Ask them to tell how the words sound alike. Present other groups of words and have them pick out the ones that begin with the same sound as the word cake. Use words such as cage, bird; Sandy, come; cow, see; can, peas; call, can't, cake; car, hand, light; candy, cookies, corn; cup, saucer, cat; ball, catch, coat; curtains, candles, jump.

**Auditory Discrimination of Consonants c and s** — *We Can Read Surprises*, Expanded Edition, page 18.

**Auditory Chart for Consonants j and s** — Now that the children have had practice listening to words beginning with j and s, the building of auditory charts seems advisable. On a large sheet of manilla paper mount pictures of objects whose names begin with a particular consonant. For example on the page for j, there would appear pictures of a **j**ar, **j**ee**p**, **j**et, **j**elly, **j**acket, etc. under the word **j**ump, printed at the top of the chart. Care should be taken to avoid words beginning with consonant combinations. A skate would not appear on the s page.

## EXTENDING THE LANGUAGE EXPERIENCE

Say the following action verse to the children, having them listen for all the things the Jack-in-the-box does. Then have a child be a Jack-in-the-box while the verse is repeated. After several repetitions of the procedure have the group say the verse while doing the appropriate actions.

Jack-in-the-box jumps up like this.  
Jack-in-the-box jumps down.  
Bang goes the lid  
And up he jumps,  
Wriggling himself about.

The children may compose a chart about things that jump.

The children might like to play the game "I can" as Jack and Jill did in the story developed earlier in this lesson under *Presenting Vocabulary*. The game could be played either as a group activity using the chalkboard or by the children in pairs using a duplicated sheet on which the phrase I can is repeated several times.

The following poems found in May Hill Arbuthnot's *Time for Poetry* help develop the theme in this lesson: "The Cupboard" by Walter de la Mare, "Jump-jump-jump" by Kate Greenaway, and "Hoppity" by A. A. Milne.

The well-known story, "The Little Engine that Could", found in *Mostly Magic*, edited by Jeanne Hale, is one that could be read at this time.

*Note:* In the first edition of *We Can Read Surprises*, pages 14 to 16 accompany this lesson.

# 13: MAKE SOMETHING

Text Pages 29 - 32

## VOCABULARY

**Words Introduced:** make (16), green (17), look (18)

## PREPARING FOR READING

### Presenting Vocabulary

**make** — Show the children scissors, paste, coloured paper, and other things that can be used to make something. Ask the children to suggest what they might do with these materials. After a number of different answers has been volunteered say, “Yes, we can use these things to make something.” Place in the cardholder the words **make something**. Have the new word framed. Then place in the cardholder the words **Make Something**. Tell the children that this is the title of the new story. Have the title read.

## READING THE STORY

- Page 29      Discuss with the children what Jack, Jill and their friends might make with the paper plates and green paper. Jill is talking to Jack. Read the page to find out what she says to him. Do you think he will make something? Why do you think so? Let's read on to find out what Jack does.
- Page 30      What does Jack do? Do you think Jack and Jill are having a good time? Why do you think so? Read the first sentence to find out what Jill tells Jack to do. Read the last sentence to find out what Jill says that she can do.
- Page 31      Through a discussion of the picture have the children notice that Jack and Jill made the paper plates into turtles. One of the other children painted a picture of a turtle and is showing it to Jack and Jill. What do you think this boy is saying to Jack and Jill? Read the first two sentences to find out what the boy says. From the context clues, both pictorial and verbal, the children should be able to recognize the new word **look**. Have these sentences read orally. Read the rest of the page to find out what the boy says he can do. What might he hope will happen to his picture? Let's turn the page to find out what did happen to the little boy's picture.

What did happen? What do you see underneath the picture of the turtle? Read the experience chart to the children. Who might have made up this story? What else might be said about the turtle?

## Rereading

To promote facility in oral expression, have one child tell what is happening in the picture and another child read the page aloud.

## TEACHING THE READING SKILLS

**Following Directions** — Into a paper bag put an interesting article, such as an item from the Science Corner. Print the following directions on the chalkboard:

Come, \_\_\_\_\_ (pupil's name).

Come and look.

Have the children read these directions silently. Insert a child's name in the blank. Have that child come to the front of the room, read the directions, and show the rest of the children what is in the bag.

When the children have grasped the idea of following simple directions, a more difficult reading task may be presented. Directions such as these may be placed on the chalkboard:

Come here, \_\_\_\_\_.

See something green.

Look \_\_\_\_\_.

See something funny.

Come and look, \_\_\_\_\_.

See funny Sandy.

Come \_\_\_\_\_.

Come and make something.

Articles such as a plasticine model of Sandy, scissors and paper, or a funny picture may be placed in the bag.

**Following Directions — Seatwork Activity:** Duplicate sheets with stick figure drawings and printed directions. Have these assembled into a booklet. Explain to the children that they are to read each page, then do what the story tells them to do.



See Jack.  
Jack can make something.  
Jack makes something green.



Here comes Jill.  
Make Sandy here, too.



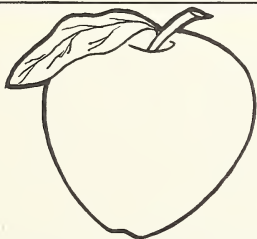
Colour something funny.  
Colour 1 green and red.  
Colour 2 brown and yellow.



Colour Sandy brown.  
Make something green  
and funny.

**Seeing Relationships** – *We Can Read Surprises*, Expanded Edition, page 19.

Before the children do this page of the workbook, sketch the following on the chalkboard. Have the children underline the phrase that best completes the sentence and describes the picture.



Look!

See something \_\_\_\_\_.

1. red and blue
2. red and green
3. jump

After the children have completed the activity in the workbook, they might be encouraged to make up a third sentence for each story. This third sentence may be printed on the chalkboard.

**Noting Detail** – *We Can Read Surprises*, Expanded Edition, page 20.

As this activity is similar to the one on page 11, have the children refer to page 11 to recall how they did it. Then have them do page 20 independently.

### Using Word Form Clues

**Upper and Lower Case Initial Letter Forms** — To give additional practice in upper and lower case initial letter forms, devise a review activity including the words **look, green, make, jump, can.**

### Using Phonics

**Auditory Discrimination of Consonant m** — Tell the children a story about some elves named Mickey, Mousey, Monkey, and Marmalade. These elves had a workshop in which they made such articles as matches, maps, marbles, mats, etc. In telling the story establish that the elves could make only those articles the names of which begin like their own names. After the story the children might pretend to be elves. Let them choose names for themselves that begin like Monkey and Mickey, and tell what they can make in their workshop. Pictures of the things that the elves made might be cut out of paper, and used to form the beginning of the auditory chart. Print the word **make** at the top of the chart.

**Auditory Discrimination of Consonants c and m** — *We Can Read Surprises*, Expanded Edition, page 21.

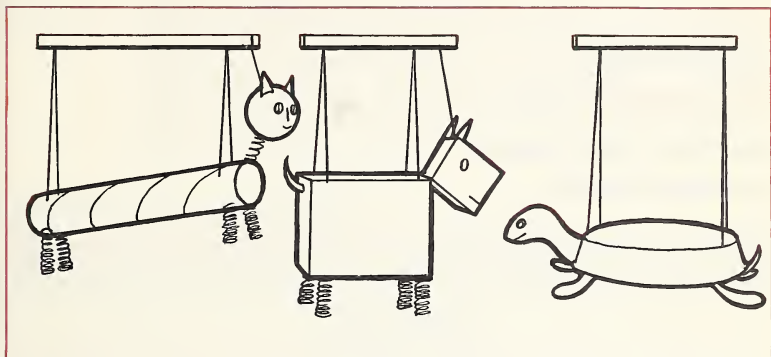
## EXTENDING THE LANGUAGE EXPERIENCE

Present a poem for enjoyment and choral speaking. “The Little Turtle” by Vachel Lindsay in *Let’s Enjoy Poetry*, by G. N. Edwards would be timely. Children may like to hear the story *Timothy Turtle* by Ellen McGregor. This story may also be found in *Wide Wonderful World*, (Through Golden Windows Books), edited by Jeanne Hale.

Use **Language Development Picture 4**. Have the children discuss things they enjoy making at home and at school. Prepare them for the picture by telling them that Jill had an idea she would like to make something frightening and funny. What might it be? She invited her friend Janet over to help her. Have children pretend to be Jill and Janet and act out a telephone conversation in which Jill invites Janet to her house. Present the picture. Ask questions about what the girls have made, how they will use them etc. A language chart may be developed retelling the story beginning with Jill’s invitation to Janet.

Talk over with the children ways of using cut-paper pets to decorate their classroom. A variety of these might be made from such materials as boxes, mailing tubes, paper cups, etc.

Some cut-paper pets may be made into simple marionettes by attaching strings from a control stick.



*Note:* In the first edition of *We Can Read Surprises*, pages 17 to 19 accompany this lesson.



# 14: RUN AND JUMP

Text Pages 33 - 36

## VOCABULARY

Word Introduced: run (19)

## PREPARING FOR READING

### Presenting Vocabulary

**run** — Use a picture of children running, preferably in a race. Ask the children what they would call out to a friend who is running, if they wanted him to win. As the children make suggestions, print these on the chalkboard.

Come on, Jack.  
Run, Mary, run!  
Hurry up, Bill.  
Go, Tom!

Ask the children which sentence says, “Run, Mary, run” Have a line drawn under it. Erase the other sentences. Have several children read the sentence to show how they feel when they are watching a race. Have the new word **Run** framed. Using the names of children in the class, present other sentences containing the word **run**.

### Introducing the Story

Recall with the children the title of the last story. Have them locate the title in the Table of Contents. Have them read the title of the next story. Have the children predict what Jack and Jill might be playing in a story called **Run and Jump**. Help the children locate page 33.

## READING THE STORY

- Page 33      Have the children share comments on the picture. Have the title read. From the picture, what kind of game do you think the children are playing? Read the page to yourselves to find out what Jill tells Jack to do. What might happen?
- Page 34      What does Jack say as he jumps over the puddle? Finish reading the page to yourselves to find out what Jill is saying to Jack.
- Page 35      Read the first two sentences silently to find out what Jack says Sandy can do. Read the rest of the page to yourselves to find out what he says to Sandy. The children may enjoy guessing

what may happen. Have them turn to the last page of the story to find out.

Page 36

When the children have enjoyed the humour of the situation, let them read to themselves what Jack and Jill say. Draw attention to the different size of the type. Have the children tell why they think that the words are printed this way. Have several children read the words aloud the way that they think Jack and Jill would say them.

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words** — Print sentences on large strips of paper. Distribute the sentences to pupils in the group. Each pupil who receives a sentence reads it to himself and then turns the paper face down on his desk. Each pupil takes a turn being “teacher”. He comes to the front of the group, shows his sentence, and asks another pupil to read it. As “teacher” he must know whether or not the sentence has been read correctly. Use sentences such as the following.

Run and look.	Jack and Jill can run.
Come here and see.	Run, Jack, run.
Run and see Sandy.	Come and look.
Sandy can jump.	Jill, run here.
Run and see.	Look, Jill.
Make Sandy green.	Oh, see something funny.
I see funny Sandy.	Oh, I can look.

**Seeing Relationships** — Place in the pocket-chart, one group at a time, the following groups of words. The children are to rearrange these to form sentences.

- |    |      |      |       |
|----|------|------|-------|
| 1. | run  | Jill | can   |
| 2. | can  | I    | look  |
| 3. | Here | come | I     |
| 4. | too  | runs | Sandy |
| 5. | and  | jump | Run   |

**Seeing Relationships – Seatwork Activity:** Explain to the children that they are to cut out the words in row 1 at the bottom of the sheet. They are to rearrange the words to make a sentence. The children are to paste them in row 1 at the top of the sheet. Tell them they should cut only one row of words at a time.

1.			
2.			
3.			
4.			
5.			
5.	look	and	Come
4.	see	Oh	Sandy
3.	and	Run	jump
2.	See	funny	something
1.	run	I	can

**Seeing Relationships** – *We Can Read Surprises*, Expanded Edition, page 22.

In order that page 22 may be done independently, present an example on the chalkboard. Have the children read the question. Then have them read the two sentences under the question to decide which one answers the question.



**Can Jill make something green?**

**Jill can see Sandy.**

**Jill can make something green.**

After the children have completed the activity in their workbooks, have them make up questions to ask each other.

### **Using Phonics**

**Auditory Discrimination of Consonant r** — Tell the children a story with many words beginning with r. Here is a sample story:

One day a little Indian boy, named Redfeather, was walking along the road. He saw a little rabbit sitting on a rock.

“Hello, Rabbit,” said Redfeather. “I am looking for some ripe raspberries. Have you seen any?”

“No, Redfeather,” said Rabbit. “There are no raspberries on this rock. Raspberries don’t grow here, you know.”

“Oh, yes, I know,” said Redfeather, “but I thought you could help me find some.”

“I’m sorry,” said the rabbit, “but my teacher, Miss Reindeer, told me to read this red book and I have to do what Miss Reindeer says.”

Away ran Redfeather. Soon he saw two rats who were waiting beside a railway station.

“Hello, Rats,” said Redfeather. “Have you seen any ripe raspberries?”

“No, Redfeather,” said one of the rats. “Sometimes there are raspberries beside railway tracks but we haven’t seen any.”

“Will you help me find some?” asked Redfeather.

“No, Redfeather, we cannot,” replied the other rat. “We are waiting for a train. We cannot help you.”

Away ran Redfeather.

"Maybe raspberries grow by the river," thought Redfeather. "I'll go down there."

Down at the river he saw some rattlesnakes.

"Oh, Rattlesnakes," called Redfeather, "have you seen any raspberries? Can you help me find some?"

"No, no," said the rattlesnakes. "Can't you see that we are busy! We are running a race. We cannot help you."

The rattlesnakes looked so cross that Redfeather didn't even say good-bye. He hurried along. Poor Redfeather was feeling very sad.

"I don't think that I'll ever get my raspberries," he said. "What can I do?"

Just then he heard someone say, "Cheer-up, cheer-up."

"Who can that be?" he said. "Who is telling me to cheer up?"

He looked up the road and down the road but he saw no one.

"Cheer-up," he heard again.

Then Redfeather looked up and there on the roof of a house he saw a robin.

"Oh, Mr. Robin," he said, "How can I cheer up? I want some raspberries. The rabbit won't help, the rattlesnakes won't help, and the rats won't help me find any. Will you help me?"

"Why, yes," said the Robin. "I could help you, but did you ever think of helping yourself?"

"Oh, I never thought of that," said Redfeather. "I believe I'll try." Off he went. Before long he found some raspberries.

Soon Redfeather has his red pail filled and started home. There on the same roof he saw his friend Mr. Robin.

"Oh, thank you, Mr. Robin," said Redfeather, "I did what you told me. Now I have my raspberries."

Review the story. Help the children recall words that begin like **run**.

**Auditory Discrimination of Consonants (review)** — *We Can Read Surprises*, Expanded Edition, page 23.

If difficulty is anticipated with this activity, have the children look at page 18, in order to recall how they did a similar page.

**Observing Sequence** — Use sketches similar to those shown to recall the story of Redfeather. Answering such questions as: "Whom did Redfeather meet first? What did he do then? What happened next?" the children become acquainted with the language associated with telling events in

sequence. After the recall of the story have children place a 1 beside the animal Redfeather met first, a 2 beside the one he met second and so on.



### EXTENDING THE LANGUAGE EXPERIENCE

Develop with the children a chart continuing the story from page 36. They may suggest that Jack and Jill scold Sandy, talk about what their mothers will say when they see their clothes, etc.

Read "Henny Penny", from May Hill Arbuthnot's *Time for Fairy Tales*. Two stories about dogs may appeal to the children at this time. They are *Davy and His Dog* by Lois Lenski and *Harry the Dirty Dog* by Gene Zion.

*Note:* In the first edition of *We Can Read Surprises*, pages 20 to 22 accompany this lesson.

# 15: SOMETHING NEW

Text Pages 37-41

## VOCABULARY

**Words Introduced:** new (20), the (21), fish (22)

## PREPARING FOR READING

### Presenting Vocabulary

the — A story such as the following might be used to introduce the word the. As the story is told, the sentences in the box should be placed in the pocket chart or on the chalkboard.

One day, after school, Jill was playing with Sandy. She would hide Sandy's rubber bone and then he would find it. When she hid the bone under the rubber mat at the front of her house she was sure Sandy would not be able to find it. As Sandy was hunting for the bone, Jack came along. Together the children watched Sandy hunt. When Sandy spied the bone, Jill said to Jack,

Look Jack.  
Sandy sees the .

new — Continue the story saying that Jack had a little yellow ball with him. He had bought it that day. He showed it to Jill.

See the new yellow   
Sandy sees the new yellow  too.

fish — To introduce the word prior to the guided reading would take away from the interest of the story. During the guided reading children may be helped to use picture and word clues on page 39 to get the new word fish.

### Introducing the Story

Print on the chalkboard **Something New**. Tell the children that this is the title of the new story. Have them locate the story on page 37. Ask the



children who is in the picture, who might receive something new, and what it might be. From the picture they might speculate that Mother has something new for Jack or that he has a surprise for her.

## READING THE STORY

- Page 37 In what kind of store did Jack's mother shop? How can you tell? What do you think she bought? If the children mention the boxes, ask them what might come in cartons that size.
- Page 38 Have the page read silently to find out what Jack's mother is saying to him. Discuss why Jack's mother did not tell him what was in the box.
- Page 39 Do you think that Jack likes the surprise? How can you tell? Read the first line to yourselves to see if he says anything that tells you he is surprised. Have the sentence read the way Jack would say it. Read the second sentence to see what else he says about his surprise. Have the sentence read silently, then orally. The third sentence tells us what the surprise is. See if you can find out by reading what Jack sees. Ask the children how they got the new word. Some children will use the picture clue while others will realize that the word **fish** begins like the known word **funny**.
- Pages 40-41 To whom is Jack phoning? Read page 40 to find out what he says to her. Read page 41 silently to find out what Jill says about the fish. What does the fish do that surprises Jill? How do we know that the cat is interested? What do you think Jack and Jill will do with the fish now?

## Rereading

To develop an awareness of sequence, print the following sentences on the chalkboard. Explain to the children that these sentences are taken from the story they have just read. Have each sentence read to find out who said it. Print the name of the speaker in front of each sentence. Have the children decide which sentence came first in the story. Put number one beside that sentence. Continue to number the other sentences. Have the story in the reader reread to check the order of the chalkboard sentences.

- \_\_\_\_\_ Come here, Jill.
- \_\_\_\_\_ Come here, Jack.
- \_\_\_\_\_ The new fish can jump.
- \_\_\_\_\_ I see something new.

## TEACHING THE READING SKILLS

**Following Directions** — Place on the desk objects such as a picture of a clown, an outline drawing of a fish, a green article, a new box of crayons, a piece of green chalk, green paper, white paper, etc. Using the chalkboard present, one at a time, printed directions. Have the children read the first sentence silently. Have one child carry out the direction given while the others watch to see that he does as the sentence directs. Another child may read the sentence orally. The other sentences may be done in a similar manner.

1. Come here and make something green.
2. Come and see something funny.
3. See something green.
4. Make something funny.
5. See something new.
6. Come and see the new fish.
7. Make the fish green.
8. Make the fish jump.

**Seeing Relationships** — *We Can Read Surprises*, Expanded Edition, page 24. As this activity is similar to the one on page 16, have the children use page 16 to recall how it was done. Then have them do page 24 independently.

**Following Directions** — *We Can Read Surprises*, Expanded Edition, page 25.

### Using Phonics

**Auditory Discrimination of Consonants m, c, and r** — Place in a shopping bag cut-out pictures of objects beginning with the letters m, c, and r. Use pictures of meat, muffins, milk, cake, cookies, corn, radishes, raspberries, etc. The object of the game is to have the children take the pictures out of the bag and “put them in the cupboard”. They should place all the objects beginning like **come** on the first shelf, those beginning like **make** on the second shelf, and those beginning like **run** on the third. The flannelgraph or card holder may be used for shelves.

### Using Word Form Clues

**Upper and Lower Case Initial Letter Forms** — Point to the word **here** and ask the children to read it. Have one child draw a line from **here** to **Here**. Follow a similar procedure with the other words.

here	Too
the	The
new	New
too	Here
fish	Fish

**Seatwork Activity:** Have the children join with a line the two forms of the word.

fish	Come	the	Something
can	red	here	Run
jump	Oh	colour	Green
come	Can	something	The
Red	Fish	blue	Here
too	New	green	Colour
oh	Jump	run	Yellow
new	Too	yellow	Blue

## EXTENDING THE LANGUAGE EXPERIENCE

Use **Language Development Picture 5** to stimulate discussion. Show the children the picture and begin discussion with an opening comment such as: "Has anyone ever done what this boy has done?" This will lead to personal stories about fishing. If a more directed activity is required, questions might be asked that elicit a name for the boy, where he has been, what he used for fishing, etc.

Stories composed by the group might be printed on a chart. If individual stories are dictated, they may be printed in individual booklets that the children may then illustrate.

Develop telephone conversations using the story in the reader or the Language Development Picture. Children may take parts and make phone calls. Toy telephones may add to the interest of the activity.

An excursion to a store might provide material for several language charts. Paint pictures about a trip to a store. Put them in order with captions. Display the pictures or tape them together in a roll to be used as a television show.

The poem "The Animal Store" by Rachel Field, in *Time for Poetry* by May Hill Arbuthnot, may be appropriate at this time.

*Note:* In the first edition of *We Can Read Surprises*, pages 23 to 25 accompany this lesson.

# 16: THE NEW FISH

Text Pages 42-46

## VOCABULARY

**Words Introduced:** is (23), pet (24)





## PREPARING FOR READING

### Presenting Vocabulary

**is, pet** — Use Language Development Picture 6 to stimulate discussion. Have the children decide who are in the picture, and what pets they have. Develop a language chart from the discussion. If the words **is**, and **pet** do not arise naturally, they may be presented on an additional chart in sentences such as:

Here is the green pet.  
See the brown pet.  
Can the green pet jump?  
The green pet is funny.  
See the funny pets.

**is, pet** — *Alternative Procedure:* Prepare a chart similar to the following. Use pictures or drawings to complete the sentences. Present the sentences, one at a time, asking each time the question, "What is here?"

Here is  .  
Here is  .  
The  is here.  
Here is the new pet. 

### Introducing the Story

Help the children to recall the events of the previous story in the reader. Place the title of the story in the pocket chart, and have it read. Have the children locate the title in the Table of Contents. Before they turn to page 42, have the children suggest what Jack might do with the new fish. Have them turn to page 42 to see what Jack does with the fish. Why do you think Jack brought the fish to school? Where is he planning to put the fish? It may be necessary to explain to the children that the glass container on the window ledge is an aquarium. What will the aquarium need before the fish is put into it? What is Jill carrying? What is the name of the book? What

will the book likely tell Jill? The story might be read to find out what Jack and his friends did with the fish.







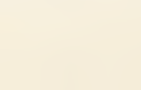
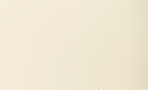
## READING THE STORY

The following are suggestions for guiding the first reading:

- Page 43 Have the children note what each child brings for the aquarium. Have them read silently what is said about each of these things. The children should understand the uses of the green plants, the snail, and the castle.
- Page 44 What does Jill see? Read to find out what she says about the aquarium.
- Page 45 Discuss the picture. Consider what the teacher may be suggesting to the children. To whom does the teacher speak first? What does she tell Jack to do? What does the teacher say to Jill? What might Jill draw?
- Page 46 What is Jill doing in this picture? Why do you think she chose the picture of Sandy to put on the bulletin board? How do you know it is Jill's painting? Which picture did Jack draw? How do you know? The words in the other pictures are outside the controlled vocabulary but may be used as enrichment material if desired. Picture clues will assist the children in reading the words underneath the pictures. Some of the children's names on the pictures may also be familiar.

## TEACHING THE READING SKILLS

**Noting Detail — Seatwork Activity:** The children are to number the pictures to match the sentences.

1. Here is Jack.		
2. Sandy is funny.		
3. Jill sees something funny.		
4. The fish is new.		
5. See Jack and Jill run.		
6. The white pets can jump.		

**Recognizing and Understanding Words – Word Card Activity:** Have the children cut from page 45 the word cards for **new, the, fish**. Have the children place these cards and the word cards from previous lessons on their desks. Print jumbled sentences on the chalkboard. The children are to find the words for each row. Then they are to arrange the words to make a sentence. Have the first sentence built co-operatively.

1. here Come Jill
2. look Jack Oh
3. new See something
4. Jill jump and Jack
5. too can I run
6. fish the yellow Colour

**Using Context Clues** – Place in the pocket chart, one at a time, the beginnings of sentences. The children are to complete each sentence by adding ideas of their own. For example, “Oh, see Sandy chasing the porcupine.” Encourage each child to use his imagination to make his sentence interesting so that the others will enjoy it. In the beginning it may be necessary for the teacher to ask a few questions or make a few comments to help the children express their ideas.

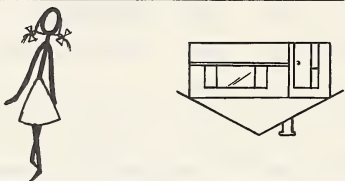
1. Oh, see Sandy
2. Run and look
3. The pet is
4. The new fish
5. I see
6. Here is Jack

**Observing Sequence** – *We Can Read Surprises*, Expanded Edition, page 26. As this activity is similar to the one on page 8, have the children refer to page 8 to recall how it was done. Then have them do page 26 independently. After the children have completed the activity, let them tell the stories in sequence. Some children may need help in beginning their stories. They might be encouraged to use the expression “One day,” or “Once upon a time there was . . .”



**Noting Detail** — *We Can Read Surprises*, Expanded Edition, page 27.

In order that this page of the workbook may be done independently, put a drawing and sentences on the chalkboard. Have the children read the sentences to decide whether or not they tell about the picture. If a sentence tells about a picture, have a child place a check mark in the box beside that sentence. If a sentence does not tell about a picture, have a child place an X in the box beside that sentence.


<ol style="list-style-type: none"><li>1. Jack is here.</li><li>2. I see something funny.</li><li>3. Jill is here.</li></ol>

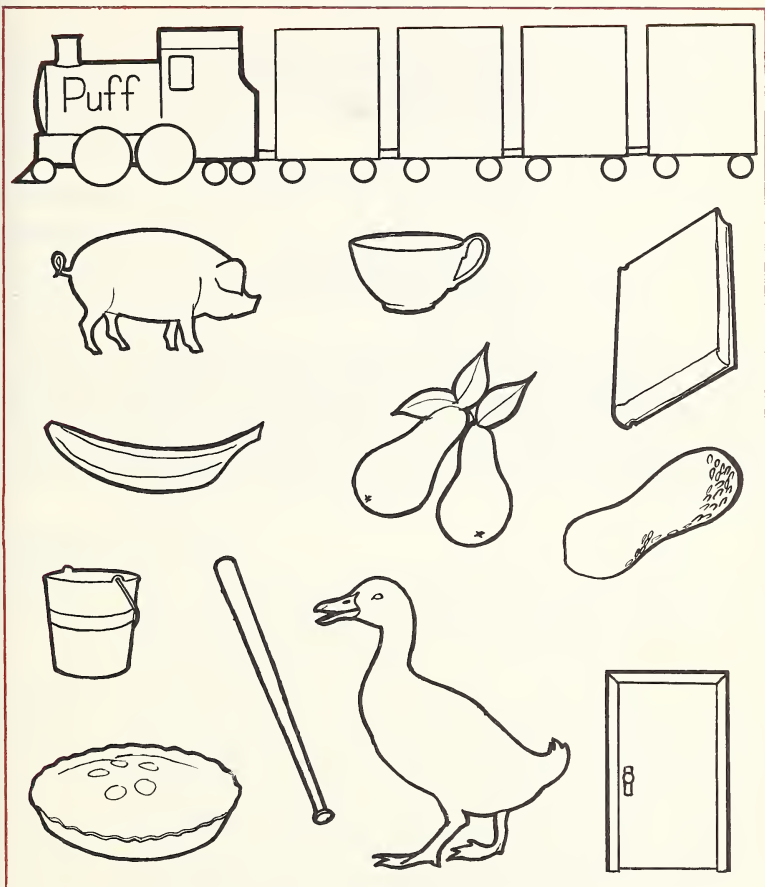
**Using Phonics**

**Auditory Discrimination of Consonant p** — Tell a story using as many words as possible beginning with **p**. The following suggestion may be elaborated:

Once upon a time there was a little freight train called Puff. Everyone called him Puff because when he was going up a hill he went puff . . . puff . . . puff, and when he was coming down a hill he went puff, puff, puff, puff. Because Puff was a freight train, he carried many different things. Puff liked to tell about the things he carried. When he stopped at a station and picked up a load of peanuts he went away saying, "Puff, puff, peanuts, peanuts."

Continue the story by adding things at each station — potatoes, peas, porridge, etc. As soon as the children realize that the only things which Puff carries begin like **Puff**, let them add things to the train and repeat what the train said.

**Auditory Discrimination of Consonant p – Seatwork Activity:** Have the children colour only those things that Puff carries.



### EXTENDING THE LANGUAGE EXPERIENCE

Have the children act out the story of Puff. One child may be the engine. The other children decide what they are. When Puff stops at another child's desk, that child says, for example, "I am pumpkins. May I come with you?" Puff will only take those things that begin like his name.

Discuss the pets on the bulletin board in the illustration on page 46. Let the children talk about their own pets. Develop a language chart.

### PETS

Mary has two pets.  
She has a kitten and a bird.  
Billy has a pet rooster.  
He wakens Billy  
every morning.  
Some day he may bring  
his pet to school.  
We saw Harry's pet when  
we were in kindergarten.  
Linda would like to have  
three pets.

Two poems about pets are "The Goldfish" by Dorothy Aldis in *Poems for Boys and Girls*, Book One, by Grace Morgan, and "The Snail" by Isaac Taylor Headland in *Poems for the Children's Hour*, by Josephine Bouton.

*Note:* In the first edition of *We Can Read Surprises*, pages 26 to 28 accompany this lesson.

# 17: THE FUNNY PETS

**Text Pages 47-51**

For the first time an element of fantasy is introduced in the story content of the reader. It is night and the pets that the children have drawn come to life. They jump down from their pictures and do the things that the children did during the day.

## PREPARING FOR READING

### Introducing the Story

Print the title of the story on the chalkboard. Have the children use the title and the page number in the Table of Contents to locate the story.

Page 47      The children might be helped to anticipate the fantasy in the story. What is happening in this picture? Is it a real moon or a story-book moon? Why do you think so? Close your eyes. Now pretend that you are the moon looking in the window. What do you see happening? Give the children time to use their imaginations. Then ask several children to tell what they see happening in the classroom.

## READING THE STORY

Page 48      Give the children time to realize that Sandy and the chicken are jumping down from the bulletin board. How do you know that this is Sandy from Jill's picture? Sandy is talking. What does he tell the pets to do?

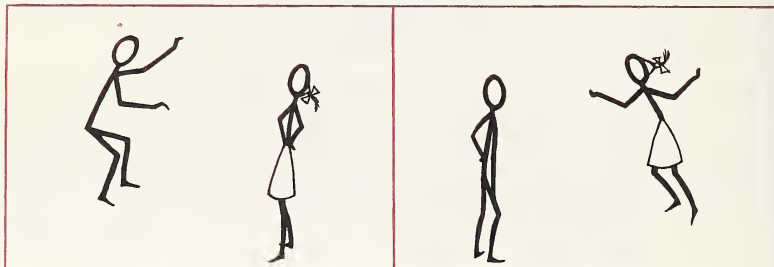
Page 49      What other pets have jumped out of their pictures? What are they doing? What do you think Sandy is pretending to be? What are the other pets pretending to be? Read the first sentence to find out what the "teacher" tells the "pupils" to do. Sandy reads the chart to the pupils. Read the next two sentences to see if Sandy reads the chart correctly. Read the last sentence to find out what else Sandy says the pets can do. What do you think the pets will do next?

Page 50      What are the pets doing now? After the children have had an opportunity to discuss the picture, they might like to read the experience chart. When the pets have finished reading, Sandy says something to them. Read the page silently to find out what he says.

What is happening in the picture? What game might the pets be playing? Read this page to find out what it tells about the pets.

## TEACHING THE READING SKILLS

**Noting Detail** — *We Can Read Surprises*, Expanded Edition, pages 28-29. Present an example on the chalkboard. Have the children first read the picture story, then read the sentences under the picture to find out if they tell about the story. If a sentence tells about the story, have a child put a check mark in the box at the end of the sentence. If a sentence does not tell about the story, have a child put an X in the box at the end of the sentence.



1. Jill sees Jack. ☐
2. Jack jumps. ☐
3. Sandy jumps, too. ☐
4. Jill jumps, too. ☐

After the children have completed the chalkboard activity, demonstrate with one copy of the workbook how they will read the picture story on page 28, then read the sentences on page 29.

When the workbook pages have been completed, the children may be able to make up a story about Jack and Jill going to the Pet Shop. Some children may wish to dramatize it, using a third child as the shopkeeper. Toys might be used to represent pets.

**Finding the Main Idea** — *We Can Read Surprises*, Expanded Edition, page 30.

The sketch used as a sample item for pages 28-29, may be adapted to demonstrate the way page 30 is to be done. Erase the right hand drawing, the fourth

sentence and the small squares at the end of the sentences. Have the children underline the two sentences that go with the picture.

**Recognizing and Understanding Words – Seatwork Activity:** Explain to the children that they are to cut out the words in row 1 at the bottom of the sheet. They are to rearrange the words to make a sentence. Then the children are to paste them in row 1 at the top of the sheet. They should cut only one row of words at a time.

1.				
2.				
3.				
4.				
5.				
6.				
6.	too	can	Jack	come
5.	fish	new	See	the
4.	see	I	pets	the
3.	yellow	the	fish	Colour
2.	the	Here	pet	is
1.	is	blue	Here	something

## Using Phonics

**Auditory Discrimination of Consonants j and p** – Use large envelopes or paper bags. On one print the word **pet**, on the other **jump**. Have children take turns coming to the table, choosing a picture from a collection of assorted pictures turned face down on the table. Have the child name the picture. If, for example, it is the picture of a pipe, he says, “**P**ipe begins like **p**et.” He then puts the picture in the envelope labelled **pet**.

**Auditory Discrimination of Consonant f** — Have the children listen to the words **funny**, **farm**, **father**, and **fun** to find out in what way they sound alike. Present other groups of words and have the children pick out the ones that begin like **fish**. Use small cut-out pictures pasted on cardboard fish. Use a cardboard box to serve as a fish pond. Make a fishing rod with a little magnet or a hook on the end of a line. Fasten a paper clip to each fish. When a child catches a fish, he says **fish** and then names the picture. If the word begins with the same sound as **fish**, he keeps it. If the word begins with some other sound, he puts it on the teacher's desk.

An auditory chart for **f** may be begun using **fish** as the key word.

**Auditory Discrimination of Consonants f and p** — *We Can Read Surprises*, Expanded Edition, page 31.

Have the children refer to page 23. Ask them to read the first item to themselves to find out how they did this activity. After the children are aware that they underlined the pictures whose names have the same beginning sound as the name of the first picture, have them do page 31 independently. This page can be used a second time in having children follow oral directions. For example: Find a fruit and colour it yellow. Draw a red circle around every animal on the page.

## **EXTENDING THE LANGUAGE EXPERIENCE**

Use **Language Development Picture 7** to stimulate discussion of what the funny pets might do in the classroom after they had read and run and jumped. Show the picture and develop a chart telling the story of the pets playing Farmer in the Dell while Sandy plays the piano. Familiar words and phrases in the chart might be identified. The children may wish to make their own pictures of the funny pets. Some may wish to dictate captions that the teacher can print on the pictures. Some may attempt to print their own captions.

The poem "What Piggy Wig Found" by Enid Blyton in *Let's Enjoy Poetry* by G. N. Edwards, may be read to the children.

*Note:* In the first edition of *We Can Read Surprises*, pages 29 and 30 accompany this lesson.



# 18: THE PETS MAKE SOMETHING

Text Pages 52 - 56

## PREPARING FOR READING

### Introducing the Story

In this story the pets continue their adventures in the classroom. In order to help the children recall the events of the previous story have it reread orally. Then ask, "What else might the funny pets do in the classroom?"

## READING THE STORY

Questions and comments such as the following may be used.

Page 52      Look at the picture. What are the pets doing? When Sandy is mentioned as reading the chart, have the children read the chart to find out what it says. One child might like to take the part of Sandy and read the chart orally. Are the pets doing what the chart says? How do you know?

Page 53      What is the turtle doing? Why might the turtle be looking out the door? Read the page silently to find out what he is saying to the other pets. What might he see? Why might he want the pets to run? Where might they jump? Have a child read the words the way the turtle might have said them. What might happen next?

Page 54      What is happening now? Read the line underneath the picture to find out what the animals are saying. Why do you think they are saying this? Why are they not saying more to each other?

Page 55      What is happening in the picture? Sandy is talking. Read the page silently to find out what he is saying. Why do you think the pets are going back into their pictures?

Page 56      Why did the pets go back? Who is the man? How do you know? Read the page to find out what he says.

### Rereading

Have the children reread silently the stories, *The Funny Pets* and *The Pets Make Something* to find the part or page that each child liked best. Then give each one an opportunity to read this part to the rest of the group.

## TEACHING THE READING SKILLS

**Noting Detail – Seatwork Activity:** Have the children read each question and underline the best answer.

- |  |  |
|--|--|
| 1. Can the funny pets jump?<br>The funny pets can jump.<br>The pets see something new.<br>The yellow pet can come. | 4. Can funny pets run and jump?<br>Jack and Jill jump.<br>The pets come here, too.<br>Funny pets can run and jump. |
| 2. Can Jack and Jill run?<br>Jack sees the pets run.<br>Jack and Jill see Sandy.<br>Jack and Jill can run.         | 5. Can Sandy see the pets?<br>Sandy is the new pet.<br>Sandy sees the pets.<br>Sandy jumps.                        |
| 3. Is the green pet here?<br>Jill is here.<br>The green pet is here.<br>Here is the brown pet.                     | 6. Can the pets make something?<br>Something is here.<br>The pets can make something.<br>I can make funny pets.    |

**Recalling Events** – *We Can Read Surprises*, Expanded Edition, page 32. To help the children understand how the activity on this page is to be done use the picture on page 47 in the reader. Prepare two titles for this story on a card.

Jill and Sandy  
The Funny Pets

Fasten it to page 47 in such a way that it conceals the story title. Discuss with the children the suitability of the two titles. Ask the children how they would indicate which is the better title. Have them look at page 32 of the workbook. Explain to them that here are six pictures that tell about some of the stories they have read in *Surprises*. There are two titles under each picture. They are to draw a line under the title that goes with the picture.

### Using Phonics

**Auditory Discrimination of Consonant l** – Say, “Lions like lovely little lambs.” Ask, “Why do you like the sound of this sentence?” Bring out the idea that all the words begin with the same sound. They begin like the word **look**. Then present the beginnings of sentences. Have the children complete each sentence by adding another word that begins like **look**. Then have them identify the words that begin like **look**.

1. The little ladies like\_\_\_\_\_.
2. Larry Lorimer swam in the\_\_\_\_\_.

3. The little man lit the\_\_\_\_\_.
4. Little Lulu made us\_\_\_\_\_.
5. Let Linda take her books to the\_\_\_\_\_.
6. Listen to Mrs. Logan's baby\_\_\_\_\_.

Begin an auditory chart for I, using **look** as the key word.

**Auditory Discrimination of Consonants (review)** – *We Can Read Surprises*, Expanded Edition, page 33.

## EXTENDING THE LANGUAGE EXPERIENCE

A group of children may like to model in plasticine the funny animals in the story. These might be set up in little model rooms.

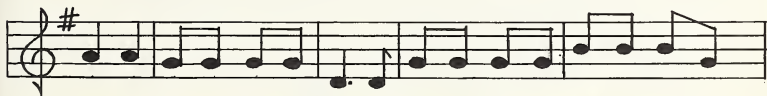
Give the children strips of paper on which there are sentences made up of words from the first unit. These sentences should be linked with a particular event in one of the stories. Children draw pictures to go with the sentences. When the pictures are finished place them along the chalkboard ledge.

*Note:* In the first edition of *We Can Read Surprises*, page 31 accompanies this lesson.

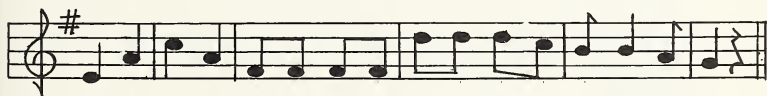
### Funny Pets.



Come see our funny pets jump run and crawl, The tur-tle is so



slow he hardly moves at all, The fish and cat and rab-bit bring us.



lots of fun, O come and see our funny pets you'll like ev'ry - one

Nan Allin

# 19: CAN YOU READ?

## Text Page 57

### VOCABULARY

**Word Introduced:** read

#### Presenting Vocabulary

**read** — Introduce the word **read** so that it may be used in seatwork activities. Draw stick figures of Jack and Jill reading books. Print under these:

Jack can read.

Jill can read.

Have children infer the word **read** from the picture clues. Print other sentences on the chalkboard using names of children in the class.

Mary can read something new.

Bill can read something funny.

Joe can read and colour.

Come and read.

#### TESTING ACTIVITIES

The purpose of page 57 is to find out how well each child has mastered the vocabulary of the first unit. Each word is presented in isolation and then in meaningful context. The page should be used to test each child individually. A page may be prepared to record each child's errors.

As the child reads the list of words, the teacher records errors. Where a child miscalls the word, the incorrect word is noted. Where the child makes no attempt, the letters n.r. may be used to indicate "no response".

#### Test: Unit One — SURPRISES

		Mary Jones	Bill Smith
1.	and		the
2.	can		
3.	come	come	
4.	fish	n.r.	
5.	funny		
6.	green		
7.	here		

**Can You Read? Test Activities** — *We Can Read Surprises*, Expanded Edition, page 34.

Print the following on the chalkboard:

- |         |      |       |      |
|---------|------|-------|------|
| 1. Jack | Jill | Jump  | Run  |
| 2. see  | come | Sandy | look |

Point to the first row as you say, "I am going to read one of the words in this row. Then I am going to ask someone to draw a line under it. The word is **jump**." Have one child draw a line under the word **jump**. Have **look** underlined in the second row.

Have the children locate page 34 in their workbooks. Explain that they are to draw a line under one word in each row just as they did on the chalkboard.

Test words are located on the inside cover of the workbook. For part two of the test the children are to use a different coloured pencil or crayon and to draw a circle round the word.

To avoid the problem of children losing their place have them use a piece of paper as a liner, moving it from row to row.

*Note:* In the first edition of *We Can Read Surprises*, page 32 accompanies this lesson.

## 20: KITTENS AND BEARS

Text Pages 58-59

*Kittens and Bears* is the title of the second unit of *Surprises*. The unit is introduced by two poems, *Kittens* and *Teddy Bear's Party*. These poems are enrichment material, and are not written within the controlled vocabulary of the reader.

### VOCABULARY

**Words Introduced:** kittens (25s), bears (26s), draw

### PRESENTING THE POEMS

#### KITTENS

Use **Language Development Picture 1**. Have the children tell what they see in the picture. When the word **kittens** is mentioned, show the word card **kittens** to the children. Have them tell what kittens like to do, what they eat, and how they act when they are hungry, frightened, or happy. As the children present their ideas a language chart might be developed.

#### KITTENS

Kittens drink milk.  
Baby kittens have their  
eyes shut.  
Kittens purr.  
Kittens like to play.

Then say to the children, "Here is a poem about some kittens. Listen to find out what the poem tells us about them." Read the poem to the children. Have them recall what the poem tells about the kittens. A second reading may be necessary to help the children grasp additional ideas. If some of the ideas presented in the poem are similar to the ones on the language chart, help the children to note the similarities.

Have the children open their readers to page 58. Discuss what the kittens are doing in each picture. Read the poem again. Have the children listen to find the picture that goes with each part of the poem.

#### TEDDY BEAR'S PARTY

The poem might be introduced by having the children talk about parties. They might tell when they have parties, who comes to them, and what

games are played. Then say to the children, "We have been talking about your parties. Here is a poem about a teddy bear's party. Listen to the poem to find out who came to the teddy bear's party and what happened."

Read the poem to the children. Have them recall who came to the party. As each bear is mentioned, encourage the children to suggest how it might have looked. To help stimulate imaginative responses to the poem, questions such as the following might be asked, "How could you tell a circus bear from other bears? What kind of bear might be dressed all in white?"

Following this discussion have the children open their books to page 59 to see the pictures. Give the children an opportunity to discuss them. As the five kinds of bears mentioned in the poem are pictured, direct the children to look at these pictures while you reread the poem to them. Then have the children tell what games the bears might be playing.

Have the children suggest what else the bears might have done at the party. As the children present their ideas, print them in sentences on the chalkboard. After several ideas have been contributed, print the word **Bears** above the sentence, saying the word as you do so. Have the children locate the word **bears** in each chalkboard sentence.

## INTRODUCING THE UNIT TITLE

Have the children open their books to the Table of Contents on page 4. Ask the children why the word **Stories** is printed at the top of this page. Have the unit title, **Jack and Jill** read by a pupil. The term *unit title* should be used incidentally.

Have the children locate the title of the second unit. Have a child read it aloud. Ask the children what kind of stories they might find in this part of the book.

## Presenting Vocabulary

**draw** — Introduce the word **draw** so that it may be used in seatwork activities. Have children carry out directions given orally. "Come to the chalkboard, John. Draw a bear. Come to the chalkboard, Jane. Draw a hat on the bear," etc. Explain to the children that you are going to print on the chalkboard sentences that tell what to do.

Come here,\_\_\_\_\_.

Draw something funny.

Help the children identify the new word **draw**. Continue with other directions using the word **draw**.

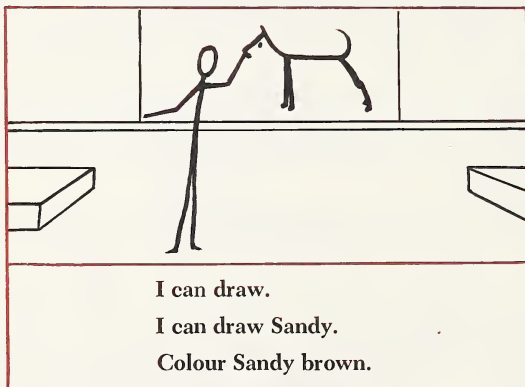


## TEACHING THE READING SKILLS

**Recognizing and Understanding Words – Chalkboard Activity:** Have the children read each sentence silently to decide whether it is true or not true. Some of the sentences may promote discussion.

1. Kittens can see.
2. Bears can jump.
3. Kittens can run and jump.
4. Bears can draw.
5. Kittens look funny.

**Following Directions** – *We Can Read Surprises*, Expanded Edition, page 35. In order that the page of the workbook may be done independently, use a chalkboard sketch similar to the following to explain how the activity is to be done. The children are to colour the picture as directed.



## Using Phonics

**Rhyme** – Give the children a series of riddles.

1. It is something good to eat. It rhymes with Sandy. (candy)
2. It is a boy's name. It rhymes with Jill. (Bill)
3. We see it in the day time. It rhymes with run. (sun)

4. We eat it. It rhymes with **make**. (cake)
5. Mother does it. It rhymes with **looks**. (cooks)
6. It is a colour. It rhymes with **head**. (red)
7. A boy is called this when he grows up. It rhymes with **can**. (man)
8. We take it with us when we go shopping. It rhymes with **funny**. (money)

### Using Word Structure

**Plurals** — Place in the pocket chart, one below the other, the words **kitten** and **kittens**. Help the children to notice how these words are different. Through discussion establish that the *s* is added when we talk about more than one kitten. Use a similar procedure to establish the difference in meaning between the words **bear** and **bears**. To check the recognition and meaning of these words, distribute the word cards to various pupils. Each pupil reads his word and uses it in a sentence.

### EXTENDING THE LANGUAGE EXPERIENCE

The story *Millions of Cats* by Wanda Gag may be related to the discussion of kittens. The poem, "I Love Little Pussy", by Jane Taylor in *Time for Poetry* by May Hill Arbuthnot may be read.

The kinds of bears mentioned in the poem *Teddy Bear's Party* may be listed and discussed. Stories and poems about bears may be read to the children. Pictures of the Teddy Bear's Party may be painted. Children should be encouraged to tell about the different kinds of bears in their pictures.

*Note:* In the first edition of *We Can Read Surprises* page 33 accompanies this lesson.

# 21: LOOK

Text Pages 60-64

## VOCABULARY

**Words Introduced:** said (27), Mother (28)

## PREPARING FOR READING

### Presenting Vocabulary

**Mother** — To stimulate discussion of the picture on page 60, ask the children what is happening in the picture. Establish that Jack and his mother are cleaning the house, and that Jack is probably going to help with the dusting. Then have the children suggest titles for the picture. Print these titles on the chalkboard, reading them as you do so. Since Jack's mother figures prominently in the picture the word **Mother** will probably occur in some of the titles. Place the word card **Mother** in the cardholder. Ask a child to take the word card **Mother** and place it under the word **Mother** in one of the titles. Have a line drawn under the word **Mother** each time it appears in a title.

**said** — Print on the chalkboard: **Look, Jack.** Say to the children, "Who might have said this?" Add the words **said mother.** Read the sentence as you do so. Have the sentence read. Have the word **said** underlined.

Sentences similar to the following may be printed on the chalkboard. For each of these sentences have the children decide who was talking and what each one said.

"Come here," said Mother.

"I can draw something," said Jill.

"See the funny bears," said Jack.

"Read," said the fish.

Point to the quotation marks and say, "These little marks are called quotation marks. You will find them at the beginning and at the end of what the person is saying." Have children frame the part of each sentence that is in quotation marks.

### Introducing the Story

Have the title of the story read. Discuss what Jack is doing in the picture. The children should notice that Jack has stopped dusting and is taking a

book from the shelf. Have the children suggest what might be in this book. The story might be read to find out what is in the book.

## READING THE STORY

- Page 62 After it has been established that Jack is looking at a photograph album, ask the children to suggest what might be in the pictures. Read the page to find out what Jack says about the pictures.
- Page 63 How do you know that Mother is also interested in the pictures? What animals does Jack say he sees in the picture? What does Mother say that she sees? Turn the page to find out what other pictures Jack and his mother see.
- Page 64 Have the children tell what is happening in each picture and what the sentences say about them.

## Rereading

The children may enjoy selecting members of their own group to reread the story orally.

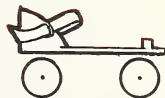
## TEACHING THE READING SKILLS

**Recognizing and Understanding Words — Chalkboard Activity:** Place picture sentences such as the following on the chalkboard. Have the children read each sentence silently. Have some of the children pantomime the activity suggested in the sentence, then read the sentence orally.

1. Mother makes



2. Jack can






3. See Mother



4. Jack and Mother can



**Using Context Clues — We Can Read Surprises**, Expanded Edition, page 36. Use a chalkboard example to help the children understand that there are two activities on the workbook page. The children are to circle the word that completes each sentence. Then they are to number the pictures to match the story.

<p>1. Jack said, "I can _____ the kitten." can          said          see</p>	
<p>2. "Jump, Sandy," said _____. come          Jack          Sandy</p>	
<p>3. Jill said, "I can _____." read          bears          kittens</p>	

**Noting Detail** — *We Can Read Surprises*, Expanded Edition, page 37.

As this activity is similar to the one on page 17, have the children read the first few items on that page in order to recall how they did it. Then have them do page 37 independently.

**Using Context Clues — Seatwork Activity:** Have the children complete the following sentences by using the words at the top of the activity.

yellow	said	run
Jack	is	bears
<p>1. Jill said, "I can draw the funny _____."</p> <p>2. "Here is the _____ fish," said Jack.</p> <p>3. Jill said, "See Sandy _____."</p> <p>4. "Come here, Jill," said _____.</p> <p>5. "Oh, see the new pet," _____ Mother.</p> <p>6. The bear _____ brown.</p>		

## Using Phonics

**Rhyme** — To help strengthen the children's auditory perception of rhyme, say three words, two of which rhyme. After each group have the children name the two that rhyme. Although any words in the children's speaking vocabulary may be used, words that the children will later meet in their reading vocabulary should be presented. Examples:

1. Jill	fill	girl	2. fun	ball	sun
3. pears	fed	bed	4. Jack	back	Jill
5. see	me	get	6. no	come	go
7. cats	mittens	kittens	8. candy	can	Sandy
9. at	am	hat	10. may	day	might
11. clown	door	brown	12. come	it	sit
13. bears	dish	wish	14. me	you	we

Place on the chalkboard ledge a series of pictures, then say a word that rhymes with one of the pictures. The child who answers must say the word after the teacher, then name the picture that rhymes with the word.

## Using Word Structure

**Possessives** — Print the following pairs of sentences on the chalkboard, discussing the use of the apostrophe. Ask questions such as, "Whom did Jill see? What other person did she see?" Draw a line under the words Jack and Jack's. "What has been added to the word Jack to make Jack's?" Explain to the children that this mark (') and the s have been added to show that it is Jack's mother.

1. "I see Jack," said Jill.  
"I see Jack's mother."
2. "I see Jill," said Jack.  
"I see Jill's mother, too,"
3. Jack sees Jill.  
Jack sees Jill's pet.
4. Jack sees the kitten.  
Jack sees the kitten's mother.
5. Jack can fish.  
Jack's mother can fish, too.
6. I see Jack's fish.  
I see Jill's fish, too.

## EXTENDING THE LANGUAGE EXPERIENCE

Children may enjoy hearing the poem, "Sweeping the Sky", an English nursery rhyme in *Poems for the Children's Hour* by Josephine Bouton.

Another appropriate poem is "The Shiny Little House" by Nancy M. Hayes in *Sung Under the Silver Umbrella*.

Children may wish to draw pictures showing how they help around the house. These may have captions printed on them. Children may discuss and illustrate ways they help other people outside the family.

Make a classroom photo album with photos of each child and a story of one or two sentences about him.

Use the film strip "Funny Pets", *Young Canada Reading Series*, Thomas Nelson and Sons (Canada) Limited, to review vocabulary already presented and to promote the use of picture and sentence clues in meeting new words.

*Note:* In the first edition of *We Can Read Surprises*, pages 34 and 35 accompany this lesson.



## 22: SURPRISE

Text Pages 65-68

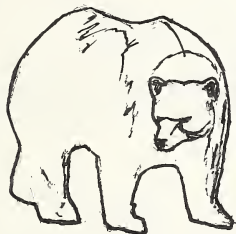
### VOCABULARY

**Words Introduced:** surprise (1), a (29), little (30), big (37)

### PREPARING FOR READING

#### Presenting Vocabulary

**big, little** — The word **big** is not used in the reader until page 74 but is introduced at this time. Place in the cardholder the sentences:



Here is a big bear.

Here is a little bear.



Show the children a cut-out of a little bear and a cut-out of a big bear. Tell the children that one cut-out goes with each sentence. Place each bear beside the appropriate sentence. See if the children can get the two new words from the picture and sentence clues.

#### Introducing the Story

Print on the chalkboard the word **Surprise** and tell the children that this is the name of their new story. Have the children locate the title in the Table of Contents, then use the page number to find the story. Have the title read. Ask, "Does the the picture on page 65 tell us anything about the surprise? Where might the surprise be found? For whom might it be?"

### READING THE STORY

Guide the reading with questions and comments such as the following.

Page 66      After the children have noticed the kitten in the drawer, ask them what the surprise is. Have the children read the page

to find out what Jack says when he finds the kitten in the drawer. How do we know that Jack is excited? Have a child read the page orally to show how Jack feels.

**Page 67** Ask the children to find the surprise in this picture. How might Jack have known where to look for this little kitten? Where is the kitten that Jack found in the drawer? Read the page to find out what Jack says when he finds the second kitten. Have this page read orally to show how surprised Jack is. Why might he say the kitten looks funny?

**Page 68** What is happening in this picture? Who is talking in the first sentence? Read the rest of the page to find out what Jack's mother says. How do you think the other kittens got into Jack's room? Have one child pretend to be Mother and read the page orally.

### **Rereading**

During the first reading of the story some oral reading was suggested. As the story is reread, ask the children to tell why they liked the way in which the girls and boys read.

## **TEACHING THE READING SKILLS**

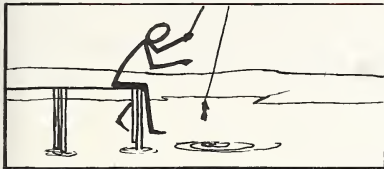
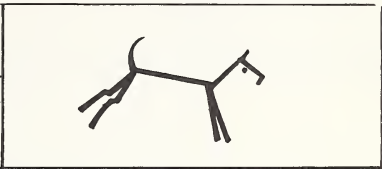
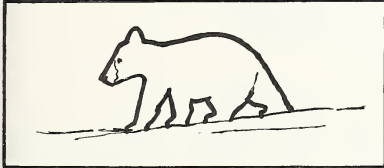
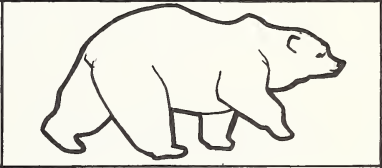
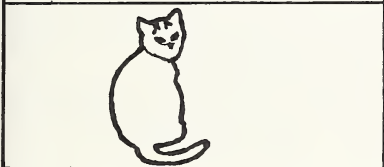
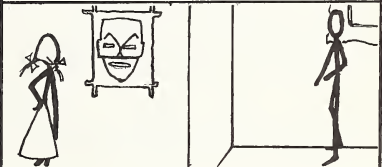
**Recognizing and Understanding Words — Chalkboard Activity:** Print sentences on the chalkboard. Give a purpose for the silent reading of each sentence before having it read orally.

1. Here are a big bear and a little bear.
2. "I can fish here," said the big bear.
3. "I can fish, too," said the little bear.
4. "I see a big fish," said the big bear.
5. "Here is a surprise," said the bears.

The chalkboard sentences may be used in another activity. Have one child in the group read one of the sentences. A second child in the group identifies by number the sentence read by the first child. If the second child answers incorrectly, he is given another chance. If the second child answers correctly, he reads another sentence and then calls upon a third child.

**Noting Detail —** *We Can Read Surprises*, Expanded Edition, page 38.

**Noting Detail – Seatwork Activity:** Have the children match the stories and pictures by cutting and pasting.

	
	
	
Here is a bear. The big bear can fish.	See Jill's pet. Here is Sandy.
Here is Jack's pet. The kitten is white and black.	"Come here, Jack. I see something funny," said Jill.
"I can fish," said Jack. "Here is a little fish."	Here is a bear. The bear is little.

## Using Phonics

**Auditory Discrimination of Consonant n** — Have the children listen to the words new, no, now, and tell how they are the same. Have the children say the words. Say sentences similar to the following and have the children tell which words in each sentence begin like new.

1. Her name is Nancy North.
2. Mr. Ned Nelson lives next door.
3. The clown had a big nose.
4. The naughty boy lost his nickel.
5. Do not make a noise near the birds' nest.
6. The carpenter needs some nails.
7. Nancy has a sore neck.
8. The boy next door is nine years old.
9. He had no lunch at noon on Monday.
10. We go to bed at night.

Begin auditory chart for n, using new as the key word.

**Auditory Discrimination of Consonants c, l, m and r** — Explain to the children that you are going to say three words. If all three words begin with the same sound, the children are to raise their hands.

If only two words begin with the same sound, they are to fold their arms. For those groups in which there are only two words that begin with the same sound, ask a child to name those two words.

1. make	me	mouse	2. milk	man	back
3. little	look	hill	4. laugh	ladder	long
5. like	let	lake	6. ten	met	me
7. rock	run	read	8. car	ride	red
9. cake	call	can	10. come	here	cut
11. rake	cap	rest	12. tail	camp	corn
13. cow	come	time	14. lip	love	last
15. must	my	new	16. ran	ring	run

**Auditory Discrimination of Consonants (review)** — *We Can Read Surprises*, Expanded Edition, page 39. If difficulty is anticipated with this activity, have the children refer to page 33.

## EXTENDING THE LANGUAGE EXPERIENCE

Read from the anthology *Time for Poetry* by May Hill Arbuthnot, the poem, "A Kitten", by Eleanor Farjeon.

Discuss with the children surprises they have had. Make a chart using sentences containing the children's names.

### SURPRISES

Mary had a surprise when she  
got a doll for her birthday.

Billy got a surprise when his  
dog had puppies.

Have the children make a bulletin board display of mother animals with their babies. Some children may have a photograph that they wish to contribute, others may bring their own drawings or pictures from magazines. The pictures may be labelled with sentences dictated by the children.

After reading about Jack finding the kittens, the children will enjoy the film *Mother Cat and Her Baby Skunks* (Encyclopaedia Britannica Films). In northern California, while preparing to photograph a story about a skunk family, the cameraman chanced upon an unusual situation. A mother cat had adopted some orphaned baby skunks.

*Note:* In the first edition of *We Can Read Surprises*, pages 36, 37, and 38 accompany this lesson.

## 23: SOMETHING FOR THE PETS

Text Pages 69-71

### VOCABULARY

**Words Introduced:** for (31), bed (32), you (33)

### PREPARING FOR READING

#### Presenting Vocabulary

**for, you** — A story such as the following might be used to introduce the words **for** and **you**. As the story is told, the words in the boxes should be placed in the pocket chart or on the chalkboard.

One day Jill was very busy making things out of coloured scraps of felt and paper. She worked for a long time and made all kinds of things. She made a basket and a funny carriage for her doll. Then she had another idea. She said to herself:

**I can make something for Sandy.**

She took a big piece of yellow paper and began to make a clown's hat. She then got some red felt and some blue felt and cut out big circles. She pasted these big circles on the hat. When she had fastened some string to the hat, she called to Sandy:

**Come, Sandy.  
Here is something for you.**

When she had put the hat on his head she said to him:

**Oh, Sandy!  
You look funny.**

## Introducing the Story

Before the children read the story, have them predict who the pets are likely to be and what the title *Something for the Pets* might mean. The story might then be read to find out how accurate the children's predictions are.

## READING THE STORY

- Page 69 Ask the children to study the picture to decide what Jack is doing. Have the title read. Have them turn the page to see if there are other clues that suggest what Jack is doing.
- Page 70 What is Jack doing in this picture? Discuss what he may have done with the toys. What use might he make of the blanket? Jack wants his mother to see what he is doing. Read to find out what he says to her. Read to see if his mother knows what the surprise is.
- Page 71 What is Jack doing with the kittens? What is the black kitten trying to do? Why do you think the mother cat is watching Jack and the kittens? Read the page to find out what Jack tells the kittens. How do you know the mother cat and the kittens like their new bed?

## Rereading

- Page 69 Reread the title. Have the children suggest other titles for the story.
- Page 70 Have the children find the line that tells for whom the surprise is being made. Have them find the line that tells what the surprise is.
- Page 71 Have a pupil reread the words that Jack said.

## TEACHING THE READING SKILLS

**Seeing Relationships – Seatwork Activity:** Explain to the children that the objects in the picture go with the sentences. The children are to read each sentence. Then they are to decide which objects go with that sentence. After the children have completed the activity, discuss their answers with them. If difficulty is anticipated with this activity the first item may be done with the group.





1



2



3



4



5



6



7



8

Something for Jack\_\_\_\_\_

Something new for a fish\_\_\_\_\_

For a little kitten\_\_\_\_\_

For Sandy\_\_\_\_\_

For Jack's mother\_\_\_\_\_

Something for Jill\_\_\_\_\_

### Using Context Clues – Seatwork Activity:

draw	Colour	said
bear	you	big

- Jill's mother said,  
"Here is something for\_\_\_\_\_."
- "Jack can jump,"\_\_\_\_\_Jill.
- Here is a big\_\_\_\_\_.
- "I see a\_\_\_\_\_surprise,"  
said Jack.
- "I can\_\_\_\_\_a kitten,"  
said Jill.
- "\_\_\_\_\_the bed yellow,"  
said Jack.

**Drawing Conclusions** – *We Can Read Surprises*, Expanded Edition, pages 40-41.

If difficulty is anticipated with these two pages, have the children locate pages 28 and 29 to recall how they did a similar activity.

Children may enjoy retelling the story on page 40, or dramatizing it with the aid of simple puppets.

### **Using Phonics**

**Auditory Discrimination of Consonant b** – Tell a story about Benny, the baby bear who could eat only those things whose names began with the same sound as his name.

Once upon a time there was a baby bear called Benny. He took a walk in the forest to see if he could find anything that he could eat. First he saw some berries . . . so he ate them. Then he saw some nuts . . . “Oh, no,” he said to himself, “nuts don’t begin like Benny. I cannot eat them.”

So on he walked. Farther on he saw some honey . . . but he couldn’t eat the honey. Then he saw some bugs . . . so he ate them. Still he was hungry.

“I guess this forest is not a very good place for me,” he said. “I think that I’ll go some place else.”

Out of the forest he walked and down the road until he came to a park.

Continue with the story. At the park he saw . . . bananas, balls, a bat, basket, bees, butterflies, balloons, boats, and boxes that he could eat, but candy, milk, cake, cookies, etc. that he could not eat.

At the conclusion of the story have the children recall the names of all the things that Benny could eat.

**Auditory Discrimination of Consonants f and n** – The story of Benny might be continued by having Benny meet two other bears, called Fuzzy and Noodles. These bears can eat only things whose names begin with the same sounds as their own names. Have children draw things that one of the bears can eat. Let them show their drawings, name the bear and the objects.

**Auditory Discrimination of Consonant b** – *We Can Read Surprises*, Expanded Edition, page 42.

## Using Word Form Clues

**Upper and Lower Case Initial Letter Forms** — Duplicate an activity that calls for the matching of both forms of words. Include: a, bear, surprise, new, big, mother.

## EXTENDING THE LANGUAGE EXPERIENCE

Develop a language chart using the topic: **We Care for Our Pet**. If there are pets in the classroom the children might list on the chart those things that should be done for them.

### We Care for Our Fish

1. We give them fish food.
2. We change the water.
3. We wash the bowl.
- 4.

Have children pantomime to music what kittens like to do. They may wish to pretend they are stretching, drinking milk, walking quietly, chasing a butterfly, etc.

*Note:* In the first edition of *We Can Read Surprises*, pages 39 and 40 accompany this lesson.

## 24: COME AND PLAY

Text Pages 72-74

### VOCABULARY

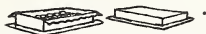
**Words Introduced:** play (34), in (35), yes (36), big (37)

### PREPARING FOR READING

#### Presenting Vocabulary

**in** — Place about the room a variety of containers of different shapes. In each of the containers place a message on a piece of paper. Tell the children that you have a surprise for them but that they will have to hunt for it. Say to the children that you will print on the chalkboard the first clue, that will tell them where to look. On the chalkboard print:

Look in the



Have the children read the sentence to themselves to find out where they must look first. Have one child read the sentence orally. Have another child do what the sentence tells him to do.

In the chocolate box will be a second clue printed on a sheet of paper. Ask the child who found it to bring it to the front of the room so that the message may be put on the chalkboard:

Look in the



Repeat this procedure until there are several sentences on the chalkboard. In the last container have a small surprise for the children, perhaps a new book for the classroom library.

In each of the sentences on the chalkboard have a line drawn under the word **in**.

**play** — Discuss with the children some of the things that kittens like to do. List the children's suggestion on the chalkboard. Read each word aloud as you print it. Make sure the word **play** is included.

Kittens like to

sleep  
eat  
play  
drink milk  
purr

## Introducing the Story

Print the title of the story on the chalkboard. Draw attention to the word **Play**. The children may remember the word **play** from the list on the chalkboard. If no child volunteers an answer, read the list of words on the chalkboard and have the children note what the new word is. The children might read the story to find out how Jack's kittens played.

## READING THE STORY

**Page 72** The children will be interested in noting how the kittens have grown since the previous story. They are bigger, much surer on their feet and obviously ready to play. Have the story title read. Read the first line to find out who is speaking. To whom is she speaking? Read the next line to find out what the mother cat wants the kittens to do. In the next line mother cat tells something she can do. Read what she says. Read to the end of the page to find out what else she tells them. Have one child reread the page orally pretending to be the mother cat.

**Page 73** Where does one little kitten decide to play? What questions does this little kitten ask his mother? Can she get into the box? What will be her answer to the kitten's question, "Can you come in here?" When the word **yes** is given have the third and fourth lines read. Now another kitten asks his mother a question. Read to find out what his question is. Where is this kitten playing? Will the mother cat be able to play in there? Read the last two lines to find out what she says. Have this page reread orally by three children who pretend to be the mother cat and the two kittens.

**Page 74** What might the kittens be planning to do? What question might a kitten ask his mother? Read the first two lines to find out if you are right. Read what all the kittens say. What might the mother say? Have this page reread orally by three children who pretend to be the kittens.

## Rereading





During the first reading it was suggested that parts be read orally by children pretending to be the mother cat and the kittens. If a second rereading appears advisable interest might be maintained by having the children use cat and kitten masks made of paper.

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words** — Place in the pocket chart or on the chalkboard ledge, one at a time, groups of three or four words that can be rearranged to form a sentence. Let the children take turns rearranging the words. Have each sentence read orally.




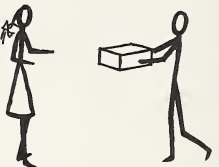
Sandy	funny	See	and	Come	look	here
here	Mother	is	in	here	Look	Jack
can	play	You	Here	surprise	is	a
can	Yes	I	is	A	here	kitten
Yes	I	play	The	pet	here	is
funny	is	Jack	play	can	Sandy	here

**Using Word Form and Context Clues** — **Seatwork Activity:** Have the children draw a line under the word that fits the shape and makes the sentence meaningful.

1. "Come kittens," said  . Jack Mother Make
2. "I can  in here," said a kitten. play jump funny
3. "Oh,  you can," said Mother. oh you yes
4. "The bed is too  ," said a kitten. big little yes

**Finding the Main Idea** — *We Can Read Surprises*, Expanded Edition, page 55.

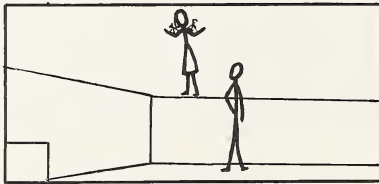
A chalkboard example similar to the following may be used to explain how this page of the workbook is to be done. The children are to number the pictures to match the stories.

<p>1. "I have a new  said Jack. "I can play."</p>	
<p>2. "Thank you, Jack," said Jill.</p>	
<p>3. "Thank you, Mother," said Jack. "I can draw something funny."</p>	

After the children have completed the workbook page they may read each story orally. They may wish to add a sentence to tell what happens next.

**Seeing Relationships** — *We Can Read Surprises*, Expanded Edition, page 56.

In order that the workbook page may be done independently place the following on the chalkboard. Help the children to realize that before they know which sentence to underline they must look at the picture and read the question.



1. Can Jack play with Jill?

Jill plays with Sandy.






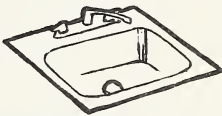


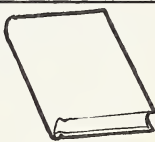


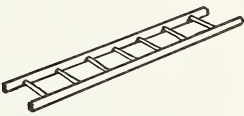
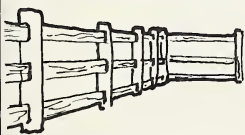
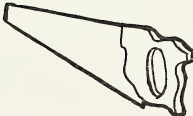




Yes, Jack can play with Jill.



Using Phonics

Auditory Discrimination of Consonants (review) – Seatwork Activity:

Duplicate a page of pictures similar to the following. Duplicate another page divided into boxes, with the following words in the first column of boxes at the left-hand side of the page, **make**, **bear**, **Jump**, **Sandy**, **come**, **run**, **pets**, **funny**, **look**. The children are to cut out the pictures and paste them in the appropriate rows. For example, all the pictures whose names begin with the same sound as **make** will be pasted beside the word **make**.

## EXTENDING THE LANGUAGE EXPERIENCE

Show pictures of other things the kittens may have tried to get into. Have the children continue the story telling of the experiences the kittens and the cat had with Mother's hat, an umbrella, the fireplace, the milk-box, etc.

Help the children develop a language chart listing the games children like to play.

### We like to Play

1. Farmer in the dell
2. Jack and Jill
3. Tag
- 4.
- 5.

Some of the **Language Development Pictures** may be used for further story-telling activities. Pictures 4, 5, and 6 may be most useful. Children might be given a choice of which picture they wish to use so that everyone is not telling a story about the same picture.

*Note:* In the first edition of *We Can Read Surprises*, Pages 41 and 42 accompany this lesson.

# 25: THE THREE LITTLE KITTENS

**Text Pages 75-77**

In this story a traditional rhyme is presented as enrichment material.

## VOCABULARY

**Word Introduced:** three (38)

## PREPARING FOR READING

### Introducing the Story

Ask the children how many little kittens Jack has. Print on the chalkboard **Three Little Kittens**. Ask the children what they think the first word is. When the answer **three** is given print on the chalkboard the title of the new story. Have the title read. Have the children locate the title in the Table of Contents, then use the page number to find the story in the book.

## READING THE STORY

**Page 75** What is happening in the picture? Read the first line of the story to find out who is talking. To whom is he talking? Finish the page to find out what he says to her. Why might he think the three little kittens on the cover of the book are funny? What might the kitten ask his mother to do? Let's turn the page to find out about the Three Little Kittens.

**Page 76-77** Tell the children that this is what the kitten found inside the book. Read the poem to the children. Ask them to listen to find out what happened to the Three Little Kittens. Discuss with the children what happened to the Three Little Kittens. Help the children to recall why the kittens cried, what their mother said to them, what they said when they found out that they could not have any pie, and what they said when they found out that they could have some pie. More than one reading may be necessary to recall the story.

The poem may be reread having the children pretend to be the kittens meowing and purring at the appropriate times. Discuss the pictures.

### Rereading

The poem might also be reread to the children leaving out the last word in some lines. The children are to supply the missing words.

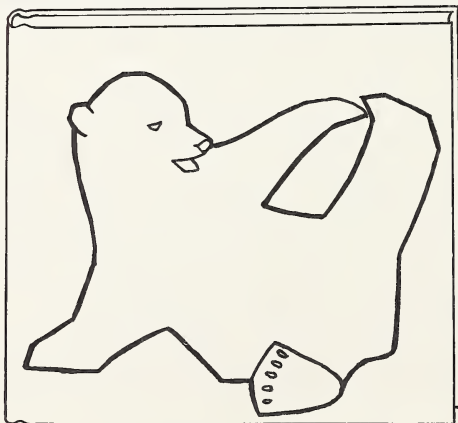
## TEACHING THE READING SKILLS

**Recognizing and Understanding Words** — From construction paper cut three black, three orange, and three white kittens. For each colour make one kitten very large and one kitten very small. Place the cut-outs on the chalkboard ledge. Print the following sentences on the chalkboard. Have the children read each sentence silently. Then have one child take from the ledge the kitten or kittens that match the sentence. Have him read the sentence aloud.

1. Look for a little black kitten.
2. See three orange kittens.
3. Look for the big white kitten.
4. Look for three little kittens.
5. See a big orange kitten.
6. Look for a black kitten and a white kitten.

**Finding the Main Idea** — *We Can Read Surprises*, Expanded Edition, page 57.

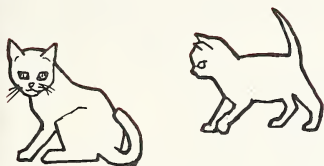
If difficulty is anticipated with this activity, sketch the following on the chalkboard. Have the children decide which is the better title for the book.



The Big Fish

The Little Bear

**Following Directions — Seatwork Activity:** Discuss the pictures and the word **cat** at the top of the page, before having the children do the rest of the page independently.



The kittens




The mother cat

Draw a little bed for the kittens.  
Colour the bed yellow.

Draw a fish for the mother cat.

Draw new  for the kittens.

Make a red  for the mother cat.

Make surprises for the kittens.

Draw a bed for the mother cat.

## Using Phonics

**Auditory Discrimination of Consonant h** — Have the children listen to the sentence: Harry Hall has hungry hens here. Have them tell how all the words sound alike. Explain that you are going to read some sentences in which a word has been left out. The children are to complete each sentence by saying a word that begins with the same sound as the word **here**.

1. At the farm Mary saw a\_\_\_\_\_. (horse, hen house)
2. At the farm, Fred played in the\_\_\_\_\_. (hay)
3. People live in\_\_\_\_\_. (houses)
4. Jane often wears a\_\_\_\_\_. (hat)
5. Sometimes when you have a ball you\_\_\_\_\_it. (hit)
6. In summer it is\_\_\_\_\_. (hot)
7. A car has a\_\_\_\_\_. (horn)

Begin auditory chart for **h** using **here** as the key word.

**Auditory Discrimination of Consonants f, b, and n** — On the chalkboard ledge place, some distance apart, three pictures of objects whose names begin with the letters **f**, **b** and **n**, for example, a picture of a fish, a bird, and a nest. Explain to the children that you are going to say some words. If the word begins with the same sound as **fish**, they are to point to the picture of the fish. If the word begins with the same sound as **bird**, they are to point to the picture of the bird. If the word begins with the same sound as **nest**, they are to point to the nest.

**Auditory Discrimination of Consonants (review)** — *We Can Read Surprises*, Expanded Edition, page 58.

## Using Word Structure

**Plurals — Seatwork Activity:** Duplicate sentences similar to the following. Have the children underline and illustrate the sentences that tell about more than one.

- |                                |                       |
|--------------------------------|-----------------------|
| 1. I can look for the kittens. | 6. The pets can play. |
| 2. I can look for the kitten.  | 7. See the surprises. |
| 3. Here is the pet.            | 8. See the surprise.  |
| 4. Here is the big bear.       | 9. The pets look.     |
| 5. I see the bears.            | 10. Mother is here.   |

## EXTENDING THE LANGUAGE EXPERIENCE

Use **Language Development Picture 8** to stimulate story telling. Have the children observe this picture and tell what is happening. They may see that the kittens are watching their mother bake a pie. The children may be encouraged to use words to tell what delicious sights and smells there are. They should realize that time must elapse while the pie is baking. They can speculate on what the kittens are doing at that time. A chart might assist story telling.

**Kittens see Mother make something.**

**Kittens go out to play.**

**Kittens come in for pie.**

**They have no mittens.**

**They find mittens.**

**They get some pie.**

Pictures of other rhymes may be made and placed on display. Children should be encouraged to bring from home or from the classroom library books that have familiar rhymes. Some children may wish to say the rhymes and show pictures to the group.

Another poem about kittens may be read to the children. "The Little Kittens", by Eliza Lee Follen, is found in *Time for Poetry* by May Hill Arbuthnot.

Although the poem, "The Three Little Kittens" is a fanciful tale, the children will enjoy the film *Three Little Kittens* (Encyclopaedia Britannica), which is a natural science film. Three kittens are born on a farm and are carried by their mother to an old buggy where they are taught to care for themselves. The film is useful for language study.

*Note:* In the first edition of *We Can Read Surprises*, pages 43 and 44 accompany this lesson.



## 26: A SURPRISE FOR JILL

Text Pages 78-81

**Words Introduced:** have (39), thank (40), fun (41)

### PREPARING FOR READING

#### Presenting Vocabulary

have, thank — Language Development Picture 8 may be used to recall the adventures of the Three Little Kittens. Sentences such as these might be used to complete the story.

“Come, come,” said the mother.

“I have something for you.”

“Thank you,” said the kittens.

Have the new words identified and framed.

#### Introducing the Story

On the chalkboard sketch a basket. Print on it: **A Surprise for Jill**

Have the words on the basket read. Ask the children what kind of surprise for Jill might be in the basket. Have them give a number of suggestions.

### READING THE STORY

Page 78      Ask the children what is happening in the picture. Have the title read. Have the first two lines read to find out what Jill says to Jack. Have the rest of the page read to find out what Jack tells Jill.

Page 79      What is the surprise? How do you think Jill feels when she sees what is in the basket? Why do you think Jack gave Jill a kitten? What might she say to Jack? Read the first two lines to find out what she does say. Read the next two lines to find out what she wants the kitten to do. Read to find out what she wants Sandy to do. What do you think Sandy will do when he sees the kitten? Let's turn the page to find out.

Page 80      How do you think Jack feels about the way Sandy and the kitten are getting along? What do you notice about the size of the two pets? Read the first three lines to see what Jill says about Sandy and the kitten. What does Jack say the pets can do? Which sentence tells that Jack thinks the pets are having a good time? Who do you think might get the ball? Why do you think so?

The children are looking at another pet. What is it? Read the first sentence to find out to whom Jill is speaking. Read the rest of the page to yourselves to find out what she says about the pets. How many pets does Jill say she has now?

### Rereading

Print the following sentences on the chalkboard. Have each page read. Have the children decide which sentence on the chalkboard belongs with that page.

- \_\_\_\_\_ Sandy and the kitten have fun.
- \_\_\_\_\_ Jill sees Jack and a surprise.
- \_\_\_\_\_ Jill thanks Jack for a new kitten.
- \_\_\_\_\_ Jack sees the three pets.

### TEACHING THE READING SKILLS

**Recognizing and Understanding Words — Chalkboard Activity:** Have each sentence read silently, then orally in response to a question.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. Little bears can have fun. | 5. Yes, thank you.             |
| 2. Jack and Jill have fun.    | 6. The three bears have fun.   |
| 3. "Thank you," said Jill.    | 7. Thank you for the surprise. |
| 4. Oh, see the funny bed!     | 8. Sandy can have fun, too.    |

These chalkboard sentences may be used in another activity. Have one child in the group read one of the sentences. A second child identifies by number the sentence read by the first child. If the second child answers incorrectly, he is given another chance. If the second child answers correctly he reads another sentence and then calls upon a third child.

**Following Directions — Seatwork Activity:** Give each child a large sheet of drawing paper. Demonstrate how to fold the paper in four. Explain that the words in each square on the chalkboard tell what is to be drawn on each square on the paper.

- |                                |                                      |
|--------------------------------|--------------------------------------|
| 1. Draw a big bear.            | 2. Draw something for a little fish. |
| Colour the big bear black.     | Colour the little fish orange.       |
| Draw three little bears.       | Draw three big fish.                 |
| Colour the little bears brown. | Make the big fish look funny.        |

3. Pets can have fun.

Pets can play.

Draw three pets.

4. Draw three kittens.

Colour the kittens.

Draw a bed for the kittens.

Colour the bed orange.

**Drawing Conclusions** — *We Can Read Surprises*, Expanded Edition, page 59.

To encourage development of the ability to ask and answer questions, another activity may be done with this workbook page. Have a pupil ask a question beginning, "In which picture ....." The pupil may then call on a classmate to give an answer. The classmate in answering will then say, "In the first picture,....." or, "In the second picture,....." etc.

### Using Phonics

**Auditory Discrimination of Consonants c, j, and p** — Place in the pocket chart the words: **come, jump, pets**. Ask the children riddles. The answer to each riddle begins with the same sound as one of the words in the pocket chart. The children are to answer the riddle and tell whether the answer begins like **come, jump, or pets**.

1. A budgie lives in this. (cage)
2. You spread it on toast. (jam)
3. It is baked in the oven. (pie, cake, cookies)
4. It is the name of a month. (June, July, January)
5. A baby cow is called this. (calf)
6. It flies very fast. (jet)
7. It is a yellow bird. (canary)
8. It is an animal that gives milk. (cow)
9. You may have one on your desk. (pencil, paper)

### EXTENDING THE LANGUAGE EXPERIENCE

Help the children extend what Jack and Jill said in this story. Print on a chart pupils' suggestions for additional words that might go with page 81.

The story, "Ask Mr. Bear", by Marjorie Flack, in *Time for Fairy Tales* by May Hill Arbutnot, may be enjoyed at this time.

*Note:* In the first edition of *We Can Read Surprises*, pages 45 and 46 accompany this lesson.

## 27: WE HAVE FUN

Text Pages 82-84

### VOCABULARY

**Word Introduced:** we (42)

### PREPARING FOR READING

#### Presenting Vocabulary

we — Print on the chalkboard a sentence similar to the following, using the name of a child in the group.

Mary, can you jump?

Have the question read silently by the group. Have the child read the question and answer it. Print the child's answer:

Yes, I can jump.

Then have a second child read a question.

Donald, can you jump?

Print the child's answer.

Yes, I can jump.

Then print what Mary might say.

Donald and I can jump.

We can jump.

If the children are unable to deduce the new word from context read the sentence to them. Have the new word framed.

Additional sentences, in which the names of other children in the class are used, may also be printed on the chalkboard and read by the children concerned.

Mary and Susan, can you run?

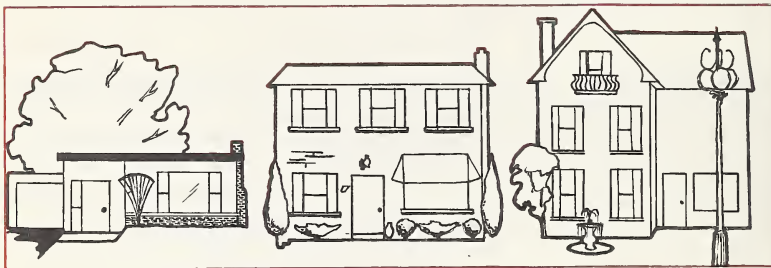
Yes, we can run.

Tom and Peter, can you play?

Yes, we can play.

## Introducing the Story

In this story Jack and Jill are playing in Jill's attic. Because many of the children may have had no previous experience with attics, it is suggested that the concept **attic** be developed prior to the reading of the story. Pictures or chalkboard illustrations similar to the following may be used. Discuss the different types of houses in the pictures. Have the children suggest where they might like to play in each of them. Try to elicit the word **attic** from the children. If any of the children have played in an attic let them tell about it. They may mention the stairs or ladder leading to it, the low roof, the things that are kept there. Then have the children suggest how they might have fun in an attic.



## READING THE STORY

Guide the reading with questions and comments such as the following.

- Page 82      Have the title read. Ask the children who might be meant by "we." In whose house do you think Jack and Jill are playing? Why do you think so? Where might they be playing? What might Jill be saying to Jack? Read the first three lines to find out whether or not you are correct. Does Jack want to play in the attic? Have a child read the line to prove it.
- Page 83      Read the first three lines to find out what Jack says that he sees. What is big and green? Jill opens the lid of the trunk. What does she tell Jack that she sees? What does she ask Jack to do? What might be in the trunk?
- Page 84      What was in the trunk? What did the children do with it? Read the first two lines to find out what Jill says about Jack. What does Jill tell the bear to do? What might Jack and Jill do with the old bear rug?

## Rereading

Print on the chalkboard some sentences from the story, omitting the name of the speaker. Then have the children reread the story silently to find out who said each of the sentences. Have them read these orally from the reader.

## TEACHING THE READING SKILLS





**Observing Sequence — Chalkboard Activity:** Have the children read the sentences silently, then orally. Then have the children number the sentences to show in which order the events in the story happened.

Jack is a funny bear.

Jill said, "We can play here."

Jack said, "I see something  
big and green."

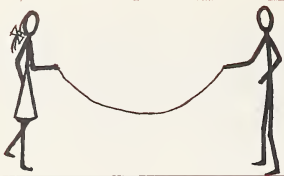
**Seeing Relationships — Word Card Activity:** Have the children place on their desks the word cards from *We Can Read Surprises*, Expanded Edition. Use **Jack**, **Jill**, **Sandy**, **kitten**, **bear**, **fish**, and the letter **s**. Print sentences similar to the following on the chalkboard. Have the children read each sentence silently to decide who might have said it. Have them hold up the appropriate word card or cards. Discuss the sentences in which more than one answer is correct.

1. "We can play in a little , " said the\_\_\_\_\_.
2. "We see Sandy and the kittens," said\_\_\_\_\_and\_\_\_\_\_.
3. "We have a new , " said the\_\_\_\_\_.
4. "I have a new , " said\_\_\_\_\_.
5. "We have fun in the , " said the\_\_\_\_\_.

**Noting Detail** — *We Can Read Surprises*, Expanded Edition, page 60.

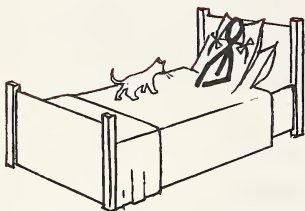
After the children have finished the page, the story may be read orally. Then the story may be continued. This additional material developed cooperatively may be printed by the teacher on chart paper.

**Drawing Conclusions — Seatwork Activity:** In order that the duplicated activity may be done independently present this sample on the chalkboard. The children are to underline the phrase at the end of each story that tells what the speaker meant by we.



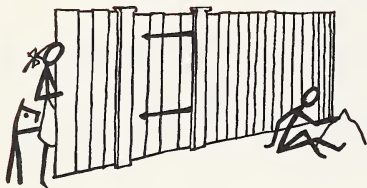
"We can play here," said Jill.

1. Jill and Mother
2. Jill and Jack
3. Sandy and Jill



"We can play in bed," said Jill.  
"We can have fun."

1. Jill and a kitten
2. Jill and Mother
3. Jill and the fish



Jill said, "Oh Sandy.  
We can surprise Jack."

1. Jill and Mother
2. Jill and Jack
3. Jill and Sandy



"We can make something funny.  
We can surprise Jack," said Jill.

1. Jill and Sandy
2. Jill and Jack
3. Jill and Mother



Jill said, "See the big bear.  
We can see the little bear, too."

1. Jack and the big bear
2. Jill and Mother
3. Jill and the kitten



## Using Phonics

**Auditory Discrimination of Consonant w** — Tell the children the story of Willy, the woolly lamb, who went for a walk in the woods. In telling the story use as many words as possible that begin with w. Tell the story a second time, leaving out some words that begin with w. Have the children supply the missing words.

Willy was a little woolly lamb. One day he went for a walk in the woods. In the woods he saw a big pool of water. "I won't get my wool wet today," said Willy. "I washed my wool on Wednesday in nice warm water, and too much washing isn't good for woolly lambs." He walked around the pool of water and went on his way.

After a while he became tired. "I wish I had a wagon," he said to himself. "I want to go home and it's a long way to walk."

Just then a boy came walking through the woods pulling a wagon. "Where are you going little woolly lamb?" asked the boy.

"I was taking a walk," said Woolly, "but now I want to go home because I am tired and my legs feel wobbly. I wish you would give me a ride in your wagon. Walking is hard work for woolly lambs."

"What a funny wee lamb you are!" laughed the boy. "Come on then, I'll pull you home. Jump in the wagon."

When they got home, Willy said to the boy, "Thank you, for pulling me all the way home."

"You are welcome," said the boy, "but I must say that pulling a woolly lamb in a wagon is hard work on a warm day."

Begin an auditory chart for w using we as the key word.

**Auditory Discrimination of Consonant w** — *We Can Read Surprises*, Expanded Edition, page 61.

**Auditory Discrimination of l and m** — Place the words **look** and **make** in the pocket chart. Ask the children to read the words silently. Have a child read the words orally. Have the children suggest other words that begin with the same consonants as **look** and **make**. Explain that you are going to ask them some questions. Each answer begins with the same sound as **look** or **make**. The children are to tell whether their answers begin like **look** or **make**.

1. What does the postman bring? (letters, mail, magazines)
2. What animal will a cat chase? (mouse)
3. What meal do we eat at noon? (lunch)

4. What is a baby sheep called? (lamb)
5. What animals might you see at a zoo? (lion, monkey, leopard)
6. What do we see on trees? (leaves)
7. What do we often eat at dinner? (meat, macaroni)
8. What yellow fruit can be made into a drink? (lemon)
9. What do most boys and girls drink? (milk)
10. Where can we get story books? (library)

### **EXTENDING THE LANGUAGE EXPERIENCE**

Read the poem "Furry Bear", from *Now We are Six*, by A. A. Milne. Have the children listen to a story such as Alice M. Coates' *The Story of Horace*. Let them tell which are their favourite parts of the story.

*Note:* In the first edition of *We Can Read Surprises*, pages 47 and 48 accompany this lesson.

# 28: THE FUNNY BEAR

Text Pages 85-90

## VOCABULARY

**Words Introduced:** down (43), Father (44), help (45), Grrr

## PREPARING FOR READING

### Presenting Vocabulary

**Father, Grr** — Help the children recall what happened in the previous story. Call for suggestions about the ways in which Jack and Jill might have fun with the bear rug. What sound might Jill make if she were pretending to be Mother Bear? Print on the chalkboard

“Grrr,” said Mother Bear.

What sound might Jack make if he were pretending to be Father Bear?

“Grrrrr,” said Father Bear.

Have the new words framed.

## READING THE STORY

Page 85 Discuss the title of the story and the picture. The children will notice that in the picture Jill is standing at the bottom of the stairs, apparently calling to someone. They will probably suggest that she is calling to Jack. What might Jill be saying to him? When a child gives an answer in which the word **down** is used, print the word **down** on the chalkboard. Read the first line to find out what Jill calls to Jack. Read the rest of the page to find out what else she says to him. What do you think will happen next? Let's read on to find out if you are right.

Page 86 Does Jack walk downstairs on four legs like a bear? Why not? Read to find out what Jack is saying to Jill. Read to find out why Jill is pointing. What might the surprise be?

Page 87 What is Jack doing in the picture? Why do you think he is crawling on his hands and knees? Read the page to find out what Jill suggests they do. How do you think they are going to surprise Jill's father?

- Page 88 Give the children time to realize what has happened since the events on the previous page. How can you tell that Jill's father is surprised? Will he think that there is a real bear in the closet? Why not? What might the bear say? If Jill's father pretends to be frightened what might he say? When the word **help** is suggested print it on the chalkboard, saying the word as you do so. Read the first two lines to find out what the bear says. What does Jill's father say? What might Jill's mother say when she sees the bear?
- Page 89 What does Jill's mother say? To whom does she call? What does she ask Jill and Sandy to do? How might Jill help? How might Sandy help?
- Page 90 How did Sandy help? Who is surprised now? Read the first line to find out what the funny bear says. How does Sandy answer him? What does Jill's father say about what has happened? What does Jill's mother say? Who else thanks Sandy?

## Rereading

The children might like to read this story in parts. Have the children recall the names of the characters in the story. As the name of each character is mentioned place the appropriate word card in the cardholder. Have these cards distributed to five children. Each child reads the part of the character whose name is on the card he receives.

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words — Word Card Activity:** Have children use their word cards cut from *We Can Read Surprises*, Expanded Edition. Assemble these to form the sentence, "Help," said Father.

Have the children place under the word **Father** another word that might be used in this position in the sentence. Have them continue making a column of words that fit the position.

Follow a similar procedure using other sentences such as: Jack can help.

"Help," said Father.

Jack can help.

Mother.

run.

the kitten.

play.

the funny pets.

jump.



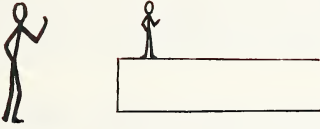



Jill and Jack.

draw.

**Noting Detail** – *We Can Read Surprises*, Expanded Edition, page 62.

If difficulty is anticipated with this activity, have the children refer to page 38 in the workbook. Have them read the sentences in the first box to recall for themselves how they did the activity.

**Noting Detail – Seatwork Activity:** The children are to cut out the boxes containing the sentences and paste them under the matching pictures.

	
	
	
Here is something for Father.	Look down, Jill. I see a surprise.
Jack can help Father.	"Jump down, Jack," said Father.
"Come and play down here, Jack," said Jill.	Come and help, Jill. Help make the bed.

## Using Phonics

**Auditory Discrimination of Consonant d** — Tell the children a story of Downy Duck who lived in a toy store with a great many other toys. Downy Duck was unhappy because he wanted to be a dancing duck, but he could not dance. One day he asked Daddy Duck why he could not dance, but his daddy only laughed at him and said, “Oh Downy! Ducks don’t dance!” Continue the story with reference to Downy’s conversation with a toy donkey, deer, and a doll. None of them could be of any help to Downy Duck. One day a little boy came to the store. He saw Downy and wanted to take him home. Downy was afraid the little boy might not buy him because he could not dance. He found out that it did not matter to the boy. The boy just wanted a duck with soft downy feathers.

Review the story using questions that require one word answers beginning with the same letter as the word **down**. The story may be retold with the children raising their hands when they hear a word that begins like **down**.

Begin an auditory chart for **d**.

**Auditory Discrimination of Consonants c, f, h, r, s, and w — Word Card Activity:** Have the children place on their desks the word cards **come, fish, here, run, see, we**. Say a word that begins like one of these words. The children are to listen to the word and find the word on their desk that begins with the same sound. They are to hold it up.

**Auditory Discrimination of Consonants (review) —** *We Can Read Surprises*, Expanded Edition, page 63.


The page may be used a second time to have children follow oral directions. For example: If there is a bird in the first row raise your left hand. If there is a baby’s toy in the second row raise your right hand. If there is a fan in the third row nod your head to say yes. If you can find a picture of a doctor on the page, stand up.


## EXTENDING THE LANGUAGE EXPERIENCE


As a story-telling activity have children relate experiences in which they had a surprise. Some of these stories might be illustrated and put in little books.


Discuss with the children ways they can help around the classroom. As an idea is contributed by a child record it using his name. The sketch or picture should serve as an ending for the sentence.

# WE CAN HELP

Jim can help water the 

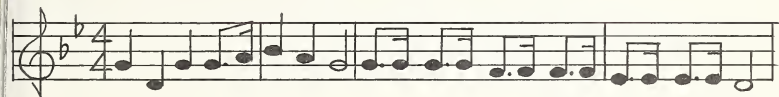
Bill can help clean the 

John and Mary can help with the 

Helen can help with the 

Read to the children poems such as "Hiding", by Dorothy Aldis, in *Time for Poetry*, by May Hill Arbuthnot, and "Saturday Towels", by Lysbeth Boyd, in *Under the Tent of the Sky*, by J. E. Brewton.

Stomp, Stomp, Stomp.



Stomp, stomp stomp there's a great big bear, Hiding in the closet 'till he finds some-one to scare.



Sandy growls Mother jumps and Jill squeals with glee, O such fun cause I'm the bear you see.

Nan Allin

*Note:* In the first edition of *We Can Read Surprises*, pages 49 to 51 accompany this lesson.



# 29: SOMETHING FOR FATHER

Text Pages 91-94

## VOCABULARY

**Word Introduced:** to (69)

## PREPARING FOR READING

### Introducing the Story

Show the children a picture of a kitchen. Talk about the furniture and equipment that belongs in a kitchen and how it is used. Have the children locate the story on page 91. Have the children discuss what is happening in the picture. Have them read the title of the story and tell what they think the title, Something for Father, might mean.

## READING THE STORY

- Page 91 Have the children suggest what Jill might be saying to her mother and how her mother might answer. Have the first three lines read to find out what Jill says. Read on to find out what her mother says that she and Jill can do. What do you think they are going to make for Father?
- Page 92 Who has come to visit Jill? What do you think Jack will want to do? Read the page to find out what Jack and Jill say to each other. What question does Jack ask Jill? What answer does she give?
- Page 93 What is happening in the picture? Read to find out what Jill and her mother say about the surprise.
- Page 94 Give the children an opportunity to comment about what is happening in the picture. Have the page read to find out what Jack and Jill say. Do you think Jill's father likes the surprise? Why? Who is the most surprised?

### Rereading

In order to review skills of identifying speakers and persons spoken to, guide the rereading with directions similar to the following. In each case, after the children have located the specific speech have it read orally.

- Page 91 Find what Jill said to her mother.
- Page 92 Find the question that Jill asked Jack. Find the question that Jack asked Jill. Find the sentence that tells us who is to get the big cookie.
- Page 93 Find the two sentences that tell us what Jill said to her father.
- Page 94 Find a sentence that Jack and Jill said together.

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words – Chalkboard Activity:** To introduce the word **to**, recall some of the conversation in the story. Say to the children, “What did Jill say when she saw her mother baking?” Print the answer to the question on the chalkboard and have it read.

“I can help you,” said Jill.

Then ask, “To whom did Jill say it?” Add the phrase **to Mother** to the chalkboard sentence. Have the sentence read. Follow a similar procedure developing sentences such as:

“I can make a funny little bear,”  
said Jack to Jill.  
“We have a surprise for you,”  
said Jill to Father.

**Recognizing and Understanding Words – Word Card Activity:** Children who are using *We Can Read Surprises*, Expanded Edition, may enjoy using their collection of word cards in the following game.

**Lucky Three** – Have each child place on his desk all the word cards that begin with **b**, **f**, and **s**. Then have him select three words beginning with **b**, three beginning with **f** and three beginning with **s**. Have him place his nine cards in columns as shown. Each child may have different words in a different arrangement.

bears

for

see

bed

fish

something

brown

fun

said

Say words beginning with b, f and s, which have been taught. Have the children place a small coloured square over a word as it is called. The first person to have a row of three covered calls, "Three". The winner should read his three words to check his accuracy. Variations may be devised using words beginning with different letters and expanding the number of columns to four or five.

### Using Context Clues – Seatwork Activity:

down	Mother	said
help	have	to

- "I can help you," said Jill to\_\_\_\_\_.
- "Come\_\_\_\_\_bed, Jill," said Mother.
- Jack can\_\_\_\_\_Father.
- "Look\_\_\_\_\_here," said Jack to Jill.
- "Thank you,"\_\_\_\_\_Jill to Jack.
- "We can\_\_\_\_\_fun," said Jill.

**Noting Detail – Seatwork Activity:** Explain to the children that in each picture there is something missing. Have the children complete each picture to match the story beside it.

Jack helps Father.


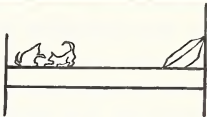


Jack and Father make something.



The kitten jumps down.



The kitten surprises the bear.

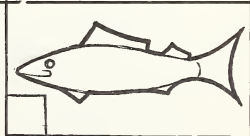


<p>Sandy sees Jill. Sandy and Jill have fun.</p>	
<p>The three kittens have fun. The kittens play in bed.</p>	
<p>The big black bear can run. The little white bear can run, too.</p>	
<p>Here is something funny. A pet plays with Sandy.</p>	

**Finding the Main Idea** — *We Can Read Surprises*, Expanded Edition, page 64.

If difficulty is anticipated with this workbook activity, use a chalkboard sketch to explain how it is to be done. The children number the sentences to match the pictures.

	
<p>See Jack and Father. The fish is here. “Thank you,” said Jill.</p>	



To encourage development of the ability to ask and answer questions another activity may be done with this workbook page. Have a pupil ask a question beginning, "In which picture . . ." This pupil then calls upon a classmate to give an answer.

### Using Phonics

**Auditory Discrimination of Consonant y** — Have the children listen to the words **yes**, **you**, and **year** to find out in what way they are alike. Then have them listen to sentences to pick out words that begin with the same sound as the word **yes**. Use sentences such as these:

1. The yellow ball of yarn is on your desk.
2. You were not at home.
3. I went to the store yesterday.
4. At recess time we play in the yard.
5. "Yes, I will go next year," said the young man.
6. The yolk of the egg is yellow.
7. The boy yelled to his friend.

Begin auditory chart for y using **yes** as the key word.

**Auditory Discrimination of Consonants d, w, and f** — Sketch three boxes on the chalkboard. On the front of one box put a picture of a duck, on the second box put a picture of a wagon, and on the third box put a picture of a fish. Explain to the children that they are going to play a game in which they pretend to fill the boxes. They may put into the boxes only those things whose names begin with the same sound as **duck**, **wagon**, or **fish**. As each child suggests the name of an object, he must tell into which box it goes. For example, **door**, **dog**, and **dish** would go into the **duck** box.

### Using Word Structure

**Plurals** — Print on the chalkboard a sentence similar to the following.

**The big bear can jump.**

Have the sentence read. Ask the children how many bears can jump. Discuss with the children how the sentence might be changed to tell about more than one bear. After an s has been added to the word **bear** have the sentence reread orally. Follow the same procedure with other sentences using the words **kitten**, **pet**, **surprise**, and **bed**.

## EXTENDING THE LANGUAGE EXPERIENCE

Have the children find out what ingredients are used in making cookies. Make a chart of the ingredients. Pictures of different kinds of cookies may be pasted around the chart. Cookies may be made at school. Display the containers of ingredients. Some children will recognize some of the words on the labels.

### Cookies

crunchy

sweet

delicious

nutty

tasty

Children may enjoy telling a story about a cookie that ran away. They may then like to hear a version of "The Gingerbread Boy", such as the one found in *Time for Fairy Tales*, by May Hill Arbuthnot.

*Note:* In the first edition of *We Can Read Surprises*, page 52 accompanies this lesson.

# 30: BIG BEARS AND LITTLE BEARS

Text Pages 95-98

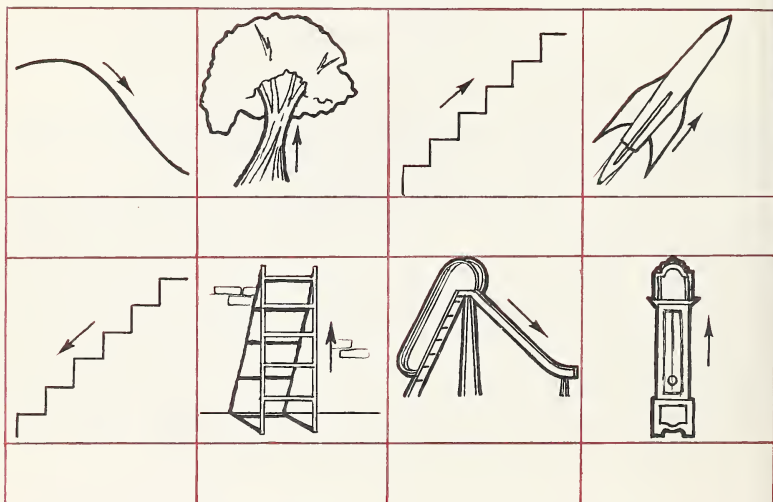
## VOCABULARY

**Word Introduced:** up (46)

## PREPARING FOR READING

### Presenting Vocabulary

**up** — Have the children make up phrases to go with drawings such as these. For example: down the hill, up the tree. Print the word **down** or **up** in the appropriate spaces.



### Introducing the Story

Have the children locate the story. Let them study the picture on page 95 and suggest what time of day it might be and what Jill might be doing. Encourage the children to give reasons for their suggestions. Have the title read. Have them reconsider their previous suggestions now that they know the title of the story.



## READING THE STORY

- Page 95 Have each line read to find out what it tells about the picture. Consider with the children whether or not the page presents any additional clues about what Jill is doing. Have a child be the narrator and read the page.
- Page 96 Read the first two lines to find out what Jill says to her mother. What does she ask her father to do? Why do you think Jill wants her mother and father to watch the television program? Let a child read the page to show how excited Jill is.
- Page 97 Read the lines that tell about the first picture. What might Mother Bear be doing? Read the lines that tell about the second picture. What are the bears doing? Read the rest of the page to find out what it tells about the third picture. Why is the little bear up? Let a child be the television announcer, and read what the bears are doing in each picture.
- Page 98 Through discussion of the picture establish that the members of Jill's family are playing "bears." Whose idea do you think it might be to play "bears"? Read the first line to find out if you are right. Read what Father says about Jill. Read what Mother says about the game. What does Sandy say? What do you think he means? Have three children read the parts of Father, Mother, and Jill. Let the rest of the group be Sandy.

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words** — Place in the cardholder the words: **down, up, bears, fun**. Place other words along the chalkboard ledge. Ask the children to read the words in the pocket chart silently and then to close their eyes. Have a child remove one of the words from the pocket chart, and place it among the words on the chalkboard ledge. Tell the children to open their eyes. Have another child name the missing word and locate it on the chalkboard ledge.

**Drawing Conclusions** — *We Can Read Surprises*, Expanded Edition, page 65.


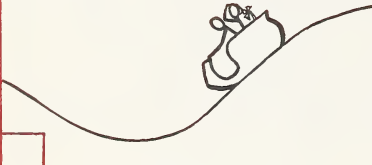


If difficulty is anticipated with this activity recall with the children how they did page 59.

**Recognizing and Understanding Words — Word Card Activity:** A game called Sentence may be played using the word cards from *We Can Read*

*Surprises*, Expanded Edition. Use words recently presented or words with which children are having difficulty. Have each child place on his desk words such as: to, help, Father, have, fun, up, down, can, play, in, three, big, you, yes, and, has, Jack, Jill.

Print on the chalkboard the first word of a sentence. The children find this word and use other cards to build a sentence. The game is a group game to find out how many different sentences can be made from these words. As the children are working individual help may be given.

**Noting Detail — Seatwork Activity:** Have the children number the pictures to match the stories.

	
	
	
<p>1. See Jill. See Jill's mother. Jill can help Mother.</p>	<p>2. "I can have fun up here. You come up, too," said Jill to Jack.</p>
<p>3. "We can have fun up here," said Jack to Jill.</p>	<p>4. "Look up here, Mother," said Jack.</p>
<p>5. "Come and play up here," said Jack to Father.</p>	<p>6. "Jump down, Sandy," said Jill.</p>

## Using Phonics

**Rhyme** — Present a number of rhyming couplets from which the last word has been omitted. Explain to the children that they are to supply the missing word.

I saw a frog  
Sitting on a \_\_\_\_\_.

I saw Bill  
Sliding down the \_\_\_\_\_.

If I had a wish  
I'd like a little \_\_\_\_\_.

I see a bunny  
With ears so \_\_\_\_\_.

If I hide behind the tree  
Jill will not find \_\_\_\_\_.

Jack has fun.  
He likes to \_\_\_\_\_.

Do you want something new?  
Its colour is \_\_\_\_\_.

Come here, Sandy.  
Get some \_\_\_\_\_.

**Rhyme** — *We Can Read Surprises*, Expanded Edition, page 66. If difficulty is anticipated with this activity, have the children refer to page 12 of the workbook to help them recall the correct procedure.

**Word Card Activity:** After the children have finished the page a second activity may be done. Have the children use their individual word cards to cover the words given on this page. The children should take out their envelopes containing word cards. When they hear the word *go* they are to begin covering the words. Each one is to stand when he is finished.

## EXTENDING THE LANGUAGE EXPERIENCE

Let three children pretend to be the television bears. Provide props such as a box, a ball, an apron, a hat, etc. Let a television announcer tell the audience what the bears are doing. The bears are to think of different things to do on the program. They may dance, bounce the ball, sit on a box, etc.

Duplicate sheets with spaces shaped like television screens. Have the children draw pictures to show what the T.V. Bears do. Some children may wish to dictate captions for their pictures.

Read the poem "The Bear Hunt", by Margaret Widdemer, from *Under the Tent of the Sky*, by J. E. Brewton.

*Note:* In the first edition of *We Can Read Surprises*, pages 53 and 54 accompany this lesson.

# 31: IN BED

Text Pages 99-101

## VOCABULARY

**Word Introduced:** Goldilocks (47)

## PREPARING FOR READING

### Introducing the Story

Tell the children that one night when Jill went to bed, she had a surprise. Have the story read to find out what the surprise was.

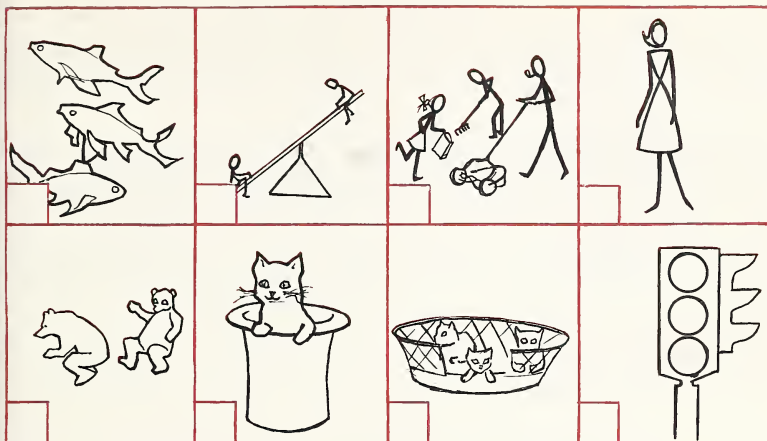
## READING THE STORY

- Page 99      Discuss what is happening in the picture. What do you think Jill is saying to the kitten? Have the page read silently to find out what Jill tells her kitten. How might they play in bed? What might Jill's mother and father say if they found the kitten in bed? Have the page read orally.
- Page 100      Who has come into the bedroom? On this page Father is talking. Read to find out what he says. What surprise has Jill's father for the kitten? What surprise has Father for Jill? Have the page read orally by a child who pretends to be Father.
- Page 101      Establish that on this page is a picture of Jill's new story book. Have the children tell what the title of the book is. Print the title on the chalkboard. Have the word **Goldilocks** underlined. Have the title read.

## TEACHING THE READING SKILLS

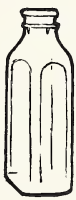

**Finding the Main Idea — Seatwork Activity:** Have the children read the titles and number the book covers to match them. Two titles will not be used.

- |                      |                           |
|----------------------|---------------------------|
| 1. We Help Father    | 6. Up and Down            |
| 2. A Surprise Kitten | 7. New Pets               |
| 3. Bears Can Jump    | 8. Red, Yellow, and Green |
| 4. Three Little Fish | 9. Kittens in Bed         |
| 5. Here is Mother    | 10. Funny Sandy           |



**Following Directions** — *We Can Read Surprises*, Expanded Edition, page 67.

Use a chalkboard sketch similar to the following to explain to the children that they are to complete the unfinished sentence by printing the appropriate number in the box. Then they are to follow the directions given.

 <div style="border: 1px solid black; display: inline-block; padding: 2px;">1.</div>	 <div style="border: 1px solid black; display: inline-block; padding: 2px;">2.</div>
<p>"I can have fun,"          said Jill to Jack.          "I have a funny new <span style="border: 1px solid black; display: inline-block; width: 40px; height: 30px; vertical-align: middle;"></span>."          Colour something for Jill green.</p>	

## Using Phonics

**Auditory Discrimination of Consonants h, p, n, and y** — Print the following sentence on the chalkboard: **You have new pets.** After the children have read the sentence, explain that you are going to say a word that begins

with the same sound as one of the words. For example, if you say the word **pie** they are to say the word **pets**. Then say words such as: **ham, hare, purse, never, year, hockey, house, near, you, new, neck, post, puppy, puddle, Henry.**

**Auditory Discrimination of Consonant t** — Tell the children about Tippy the tiny turtle. One day Tippy decided to take a trip. He wanted to take his suitcase but he was too tiny to pack it by himself. Ask the children to help Tippy pack his suitcase. The only things that may be put into Tippy's suitcase are things that begin like Tippy. As each child helps pack the suitcase, he should begin by saying, "Tippy Turtle took a tiny\_\_\_\_\_." Begin an auditory chart for **t** using the key word **too**.

### Using Word Structure

#### Plurals — Seatwork Activity:

1. I have a funny_____.
pet                      pets
2. I see three_____.
bears                      bear
3. The_____look funny.
kitten                      kittens
4. "I can run," said the_____.
bears                      bear
5. Here is a surprise for a_____.
pets                      pet
6. I have a green_____.
surprises                      surprise
7. Make three brown_____.
bears                      bear

## EXTENDING THE LANGUAGE EXPERIENCE

Discuss books Jill might have on a shelf in her room. Print some of the more familiar titles on heavy paper about 6 x 9 inches. Have each child illustrate or make a book cover for one of the books. Display the books as Jill's library. Children will enjoy playing games with their book covers. The teacher may ask questions such as: Show me a book that has a cat in it. Show me the one that tells about three bears. Some children may be able to tell stories about the books.

Some children may be ready to hear "The Land of Story Books," by Robert Louis Stevenson, in *A Child's Garden of Verses*. It can also be found in *Time for Poetry*, by May Hill Arbuthnot.

Use Language Development Picture Number 7 or 8 to encourage children in story-making. Have them pretend that Jill had a dream about a funny pet, or the three little kittens. Have them tell what Jill's dream was.

*Note:* In the first edition of *We Can Read Surprises*, page 55 accompanies this lesson.



## 32: GOLDSILLOCKS

Text Pages 101-108


### VOCABULARY

**Words Introduced:** red (48), yellow (49), dish (50)

### PREPARING FOR READING

#### Presenting Vocabulary

dish — Place the following picture-sentences on the chalkboard:

Here is a big green .

I have a yellow .

Have the sentences read. Then erase each picture and substitute the word **dish**. Have the sentences read again. Have the new word framed and pronounced.

#### Introducing the Story

Recall the previous story and Father's surprise for Jill. Have the children open their books to page 101. Discuss what the bears are doing in the picture. Where do you think the bears are going? Why do you think they are taking their baskets? What might the little bear want to put in his basket?

### READING THE STORY

Guide the discussion of the pictures and the reading of the story with questions similar to the following.

Page 102      Whose house do you see in the picture? Who is the little girl? Read the page to yourselves to find out what Goldilocks says when she sees the house of the three bears. Has Goldilocks ever seen this house before? How do you know? What does Goldilocks say she can do?

Page 103      Read the first four lines to find out what she says about the dishes. What does Goldilocks say she can do? What does she say as she climbs through the window?

- Page 104      What is Goldilocks doing? Read to find out what Goldilocks says as she looks in the dishes. What does she say that she can do? Read the last line to find out what she says as she eats from the little red dish. Why do you think she chose the little red dish?
- Page 105      What does Goldilocks say she can do? After the children have read the page ask why Goldilocks said “down,” three times. Whose chair is broken?
- Page 106      Where is Goldilocks now? What is she doing? What has she put on the table? What is she taking out of the cupboard? Read what she says she can make.
- Page 107      Read the first line to find out what Goldilocks says about the door. Why do you think she says the door is funny? Finish reading the page to find out what Goldilocks does. Do you think that she opened the lower part of the door or climbed over it? Why do you think so? What do you think she will find when she arrives at the top of the stairs?
- Page 108      What does Goldilocks see when she arrives at the top of the stairs? Read to find out what she says as she looks at the beds. Why do you think she likes the little bed?

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words** — Place in the pocket chart phrases similar to the following:

a big red dish	a little blue dish
a green dish	a big yellow dish
a yellow and blue dish	a little red dish

From construction paper cut a dish to match each phrase. The children are to find the dish that goes with each phrase. If there are a few dishes for which there are no phrases the reading experience will be more challenging.

**Observing Sequence — Seatwork Activity:** Explain to the children that they are to cut out the boxes containing the sentences and paste them at the top of the sheet in the order in which Goldilocks said them.

Goldilocks said,
1.
2.
3.
4.
5.
"I can make a surprise."
"I can play in the little bed."
"I can jump up and look in."
"I see a big yellow dish."
"I can run up here." <sup>1</sup>

**Recalling Events** — *We Can Read Surprises*, Expanded Edition, pages 68-69.

In order that the workbook pages may be done independently by the children, print sentences on the chalkboard. Have the children locate pages 68-69 in their workbook. Have them find the pictures on page 69 that go with the chalkboard sentences. Have the chalkboard sentences numbered to match the pictures in the workbook. Explain to the children that they are to do the sentences on page 68 in the same way as the sentences were done on the chalkboard.

<p>"I see three beds," said Goldilocks. <input type="checkbox"/></p> <p>"Here is something in a little dish," said Goldilocks. <input type="checkbox"/></p>
---

**Following Directions – Seatwork Activity:** Have the children complete each sentence using one of the words given, then follow the directions.

kittens	Jack	bear	surprises	Jill
<p>Make a surprise in the dish. Colour the surprise white, brown, and red. The surprise is for a_____.</p> <p>Draw a little red bed for pets. The bed is for_____.</p> <p>Colour the surprise yellow. The surprise is for_____.</p> <p>Draw a fish in the dish. The fish is for Jill and_____.</p> <p>Make something yellow, something red, and something green. See the three_____.</p>				

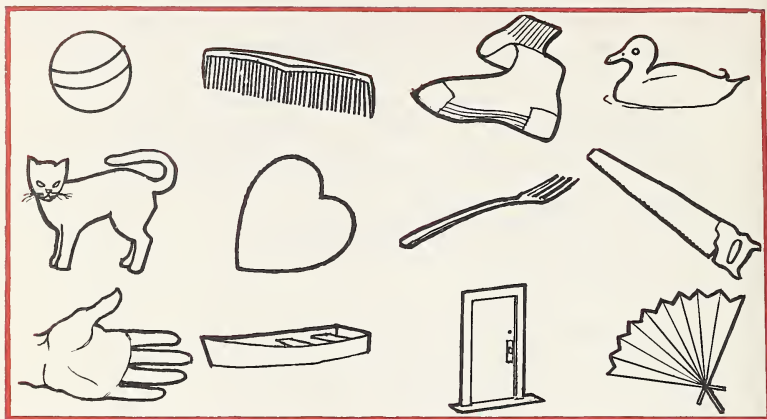
### Using Phonics

#### **Auditory Discrimination of Consonants b, d, and y – Word Card Activity:**

Have the children place on their desks their word cards for bear, down, yes. Explain that you are going to say a word that begins like one of the words on their desks. When they hear the word they are to hold up the card that begins the same as the word given.

#### **Auditory Discrimination of Consonants (review) – Seatwork Activity:**

The children are to join with a line those objects whose names have the same beginning sound. When the children have completed this activity, have them use their individual word cards from their workbooks. Have them find words that begin with the same sound as the name of each picture.



### Using Word Structure

**Upper and Lower Case Initial Letter Forms** – Have children join the two forms of the same word in each box.

Bed	come	Funny	fish
Can	a	For	funny
Come	bed	Fish	father
A	can	Father	for
Here	have	Look	mother
Have	here	New	look
Jump	surprise	Little	new
Surprise	jump	Mother	little

### EXTENDING THE LANGUAGE EXPERIENCE

Puppets may be made from paper bags, socks or felt. A child may tell the story of Goldilocks as others act it out using puppets. Props such as plastic dishes, spoons, etc. may be helpful.

*Note:* In the first edition of *We Can Read Surprises*, pages 56, 57, and 58 accompany this lesson.

# 33: THE THREE BEARS

Text Pages 109-115

## VOCABULARY

**Words Reviewed:** dish, you, thank

## PREPARING FOR READING

### Introducing the Story

Recall with the children the things that Goldilocks did in the house of the Three Bears. Have the children open their books at page 109. Discuss what the bears are doing in the picture. Do you think that the bears look happy? Why do you think so? What is the title of this part of the story? Let's read the story to find out what happens when the bears go into their house.

## READING THE STORY

- Page 109     Have the page read silently to find out what it tells about the bears.
- Page 110     Do the bears look happy now? Why not? Read what the father bear says about his dish. What does the mother bear say about her dish? What does the little bear say?
- Page 111     What are Father and Mother Bear looking at in this picture? Read what Father Bear says about his chair. What does Mother Bear say about her chair? Why do the bears say they see something funny? What does Little Bear say when he sees his chair? How do you suppose he feels?
- Page 112     What does the father bear find on his bed? What does the mother bear find on her bed? What does the little bear find in his bed? Read the page to yourselves to find out what the bears say to each other about what they find. How do you think Goldilocks will feel when she wakes up? What would you do if you were Goldilocks?
- Page 113     What has Goldilocks forgotten? Why? Read to find out what the bears say to Goldilocks. Finish reading the page to find out what Goldilocks says as she is running away from the house. What do you think Goldilocks will do now? What do you think the bears will do?

Page 114      What are the bears doing in this picture? What does Father Bear say he has? What does Mother Bear say she has? What does the little bear say about his surprise? What do you suppose the little bear means when he says, "Grr . . . grrr . . . grrr"?

Page 115      What do you see on this page? What does the note say? To whom is the note written? Why are there paw prints at the end of the note?

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words — Word Card Activity:** Children using *We Can Read Surprises*, Expanded Edition, may use their word cards in games. Put a phrase on the chalkboard. Have the children make the phrase with their cards.

the	big	bear
-----	-----	------

Have them remove the word **big** and leave the words **the** and **bear** spaced apart. Then have them choose word cards that might be put in the space to make a good phrase. The word cards should be placed one below the other to make a list of words that would fit. Have lists read.

the	funny	bear
	red	
	new	
	little	
	black	

**Recognizing and Understanding Words** — For children who need additional practice with the vocabulary of this unit, print phrases on construction paper. Present these one at a time. Give the children a purpose for the reading of each phrase, for example, "Read the first phrase to find out what the bears said."

The phrases may be used a second time by having children look for a phrase that answers a question, for example, "In the first column find a phrase that tells what Goldilocks made."



Thank you, Goldilocks

to a big bear

in the little red dish

three funny kittens

make a surprise for Jack

the bear jumps down

jump up and down, Goldilocks

to help Father

something new

look in the dish

a surprise for the bears

yes, I can jump

**Noting Detail** — *We Can Read Surprises*, Expanded Edition, page 70.

As this activity is similar to the one on page 36, have the children read the first few items on page 36 to recall how they did them. Then have the children do page 70 independently.

**Noting Detail — Seatwork Activity:** Have the children complete each picture by adding the missing items and colouring where necessary.



Goldilocks sees something new.  
Goldilocks looks in.



Goldilocks jumps up.  
Goldilocks sees  
a big yellow dish,  
a green dish,  
and a little red dish.



Goldilocks sees something  
in the little red dish.

Goldilocks said, "I can  
have something."



Goldilocks can have fun.  
Goldilocks jumps up and down.  
Goldilocks makes three jumps.



Goldilocks plays here.  
Goldilocks plays in the red bed.








Here come three bears.  
See the big father bear.  
See the little bear.  
See the mother bear, too.

## Using Phonics

**Auditory Discrimination of Consonant g** — Tell the children about Goldilocks' scrapbook in which she pastes pictures of **g**ardens, **g**irls, **g**ates, and **g**oats. Help the children to realize that Goldilocks pastes in her scrapbook only those pictures whose names begin with the same sound as **Goldilocks**. Show the children several pictures. Have them decide whether or not Goldilocks would paste them in her scrapbook. Begin auditory chart for **g**, using Goldilocks as the key word.

**Auditory Discrimination of Consonants t, w, and h – Seatwork Activity:**

The children are to underline the pictures whose names have the same beginning sound as the word in each row.

here			
we			
too			
here			
too			
we			

After the children have completed the activity, have them follow oral directions similar to the following:

1. Draw a blue X on all the toys.
2. In the third row of pictures draw a green line from the teapot to the cup, going under the table.
3. Draw 2 orange lines through the pail.
4. In the last row draw a red line from the gun to the window, going through the sun.

**Auditory Discrimination of Consonants (review) – *We Can Read Surprises*, Expanded Edition, page 71.**

**EXTENDING THE LANGUAGE EXPERIENCE**

Have children make up new endings for Goldilocks and the Three Bears. Some children may be able to suggest different letters the bears might have written. These may be dictated by individuals or made up by groups.

Read other versions of The Three Bears to the children. They may use ideas from these in puppet presentations.

The poem, "Grizzly Bear", by Mary Austin, in *Time for Poetry*, by May Hill Arbuthnot, may be presented.

The Coronet film "Goldilocks and The Three Bears," starring three real bears, is one that the children will enjoy after reading the story.

Use the film strip "Little Brown Bear", *Young Canada Reading Series* Thomas Nelson & Sons Canada Limited, to review vocabulary already presented and to promote the use of picture and sentence clues in meeting new words.

*Note:* In the first edition of *We Can Read Surprises*, pages 59 and 60 accompany this lesson.

## 34: CAN YOU READ?

**Text Pages 116-117**

The purpose of pages 116 and 117 is to find out how well the children have mastered the vocabulary of the second unit. Each word is presented first in isolation and then in context. It is suggested that each child be tested individually. A record of the children's reading may be kept by using a form similar to the one suggested in lesson 19.

**Can You Read? Test Activities** — *We Can Read Surprises*, Expanded Edition, page 72. Print the following on the chalkboard:

- |         |        |     |       |
|---------|--------|-----|-------|
| 1. yes  | yellow | you | funny |
| 2. down | up     | run | play  |

Point to the first row as you say, "I am going to read one of the words in this row. Then I am going to ask one of you to draw a line under it. The word is **funny**." Have one child draw a line under the word **funny**. Have **run** underlined in the second row. Have the children locate page 72 in their workbooks. Explain that in each row they are to draw a line under one word that you say, just as they did on the chalkboard. Test words are located on the inside cover of the workbook. For the second part of the test the children are to use a different coloured pencil or crayon and draw a circle around the word.

*Note:* In the first edition of *We Can Read Surprises*, page 61 accompanies this lesson.

## 35: PETS AND PUPPETS

Text Pages 118-119

The poems, *My Pet* and *Funny Little Puppet*, introduce the third unit of *Surprises*. These poems are enrichment material, and are not written within the controlled vocabulary of the reader.

### VOCABULARY

**Word Introduced:** puppet (51)

### PRESENTING THE POEMS

#### **MY PET**

Play a game in which the children pretend to be a giant walking with big steps, a mouse crouching very small, a rabbit hopping, etc. Then you might say to the children, "Pretending is fun. Here is a poem about a boy who likes to pretend. Listen to find out what the boy pretends his cat is." Read the poem to the children. Discuss with them what animals the cat is like at different times. Have the children turn to page 118. Tell them that you are going to read the poem to them once again. Suggest that the children find the pictures in which the cat is like a kangaroo, a lion, and a tiger.

#### **FUNNY LITTLE PUPPET**

Although the word **puppet** is not used in story content until page 147, it is introduced here so that the children will be able to read the unit title. The initial presentation of the word **puppet** might precede the reading of the poem. Most children will be familiar with puppets. Show one to the children. Discuss what puppets can do. Place the word **puppet** in the card holder, saying the word as you do so.

Funny Little Puppet might then be introduced by saying, "We have talked about what puppets can do. Here is a poem about a little boy who has a puppet. The boy talks to the puppet. Listen to find out what he says." Read the poem to the children. Have them recall what the boy says the puppet can do. When the children have located the poem on page 119, discuss the puppet in the picture.

### INTRODUCING THE UNIT TITLE

After the children have opened their books to the Table of Contents, ask them to locate and read the titles of the two previous units. Have them

locate the title of the third unit. Have one child read this title aloud. Have the children discuss what kind of stories they may find in this unit.

### TEACHING THE READING SKILLS








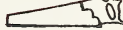
**Following Directions – Seatwork Activity:** Give each child a large sheet of drawing paper. Demonstrate how to fold the paper in four and number each square. Explain that the words in each square on the chalkboard tell what is to be done with each square on the paper.

- |   |  |
|---|--|
| 1. Draw a funny puppet.<br>Colour the puppet orange.<br>Make a green surprise for the puppet. | 2. Draw three puppets.<br>Colour the puppets red, yellow, and blue.<br>Draw a fish, too. |
| 3. Draw a big bear.<br>Draw a little bear.<br>Draw a house for the bears.                     | 4. Draw a puppet in bed.<br>Draw a kitten in bed, too.<br>Colour the kitten orange.      |

### Using Phonics

**Rhyme – Word Card Activity:** Have the children place the following word cards on their desks: **bed, funny, dish, and, make.** Explain that you are going to say a word that rhymes with one of these words. They are to find that word and hold it up. Say words such as: **bunny, take, hand, red, fish, fed, sand, lake, wish.**

**Rhyme – Seatwork Activity:** The children are to cut out each picture and paste it beside the word with which it rhymes.

draw		
fun		
dish		
can		
make		
see		
look		
red		



# 36: SOMETHING FOR MOTHER

Text Pages 120-126

## VOCABULARY

**Words Introduced:** box (52), it (53), has

## PREPARING FOR READING

### Presenting Vocabulary

box, it — Show the children a brown box. The box might contain a puppet used in a previous lesson or a green and red cut-out of a puppet. On the chalkboard print a description of the box and its contents.

The box is big.

It is brown.

A puppet is in the box.

It is little.

It is green and red.

It can jump up and down.

Explain to the children that on the chalkboard are some sentences that tell about the box. Ask, "What does the first sentence tell about the box?" Have the word **box** underlined. Ask, "What colour is it?" Have the word **it** underlined. Then say, "Read the next sentence to find out what is in the box." Have the other sentences read to find out more about the puppet.

### Introducing the Story

Print the title of the story on the chalkboard and have the children locate the story in their reader. Observe whether or not the children make use of the Table of Contents. Use the pictures on pages 120 and 121 to have the children predict what the title **Something for Mother** might mean. If the children notice the label on the box, discuss the meaning of the word **fragile**.

## READING THE STORY

Page 121      What would you say if a big box like this were delivered to your house? Read the page and find out what Jack says. How do you know Jack is excited?

- Page 122 Discuss the picture. Read the first three lines to find out what Jack's father knows about the box. Who is speaking to Jill? What does he ask Jill to do? How might Jack and Jill help?
- Page 123 Discuss the picture. Read to find out what Jack is saying to Jill. What does Jill say about the surprise?
- Page 124 What is in the box? Read what Jill says about the dishes. What does Jack say about the dish he finds? What is Sandy doing in the picture? What is Jack's father doing? What is he saying to Sandy?
- Page 125 Have the children tell what has taken place between the picture on page 124 and the one on this page. Who is hiding under the table? How can you tell? What do you think Jack is doing? Read the first three sentences to find out what he is saying. What do you think Jack will do next? Read to find what Jack's father says to him. Would Father want Mother to hear him say this? Why not? Have these sentences read orally the way Father would say them. What do you think will happen when Jack's mother comes into the room?
- Page 126 Look at the words above the picture. These words tell us why Jack's mother is getting a surprise. What do you think the words say? If necessary hum or whistle the tune to give the children an additional clue. Read the first two sentences under the picture to find out what Jack's father and the children say to Jack's mother. What was her reply?

## Rereading

Discuss with the children rules to remember when reading to others. A chart similar to the following might be developed:

### WHEN I READ OUT LOUD

1. I hold my book the right way.
2. I say my words clearly.
- 3.

Let one child read each page. After each page has been read use the chart to help the child evaluate his own reading. A positive approach is essential.

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words – Chalkboard Activity:** Introduce *has* at this time to facilitate seatwork and chalkboard activities. This word is used in *We Can Read Surprises*, Expanded Edition. Place the following sentences on the chalkboard:

“I have a new puppet,” said Jill.

“Jack has a new puppet, too.”

Guide the reading of the first line by asking, “What does Jill say she has?” Guide the reading of the second line by asking, “What does Jill say Jack has?” Have children use the word *has* orally to describe a puppet. They may say, “The puppet has big ears. The puppet has red hair,” etc.

**Recognizing and Understanding Words** – Place in the pocket chart the following words: *bear, bed, box, dish, fish, puppet, kitten*. Print sentences on the chalkboard. Explain to the children that they are going to play a game called “What is it?” Point to the question on the chalkboard. To play the game they must read each sentence silently and then decide which of the things named in the pocket chart “it” might be. Some riddles may have more than one answer.

### WHAT IS IT?

1. Jill can play in it.
2. It is a surprise for Jill.
3. It can jump up and down.
4. It can play in a dish.
5. It is something new for Mother.
6. It can play in a box.
7. It can run and jump.

**Observing Sequence – Seatwork Activity:** Have the children recall the story *Something for Mother*. Explain that they are to cut out the boxes containing the sentences and paste them at the top of the sheet in the order in which Jack said them in the story.

Jack said,
1.
2.
3.
4.
"Look, Jill. We have a surprise for Mother."
"Come here, Mother. We have something for you."
"Father, come and see the big box."
"Surprise, Mother, surprise!"

**Drawing Conclusions** – *We Can Read Surprises*, Expanded Edition, page 73.

### Using Phonics

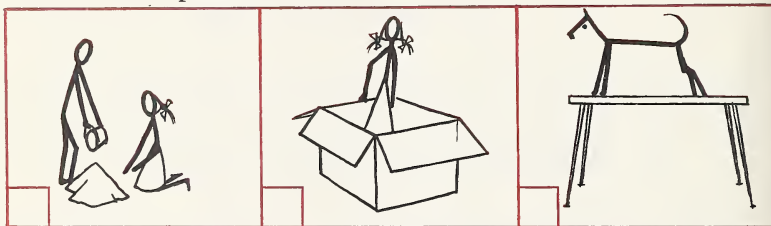
**Auditory Discrimination of Consonants j, f, and l** – Place in the pocket chart, one at a time, the words: **fun**, **jump**, **little**. Have the children say as many words as they can that begin the same as each of these words.

**Visual-auditory Discrimination of Consonant j** – Ask the children to read silently the words **Jack**, **Jill**, **Jump**, as you print them in a column on the chalkboard. Have one child read them aloud. Then ask the children how these words are alike. Through questioning lead them to observe that these words sound and look alike at the beginning. Have a child underline the **j** in each word. Print above the column the letter **J** and ask the children to name the letter. Beside the word **Jump** print **jump**. Have both words read. Above the word **jump** print the letter **j** and ask the children to name

it. Explain to the children that **J** is called the capital letter and that **j** is called the small letter.

**Visual-auditory Discrimination of Consonant j** – *We Can Read Surprises*, Expanded Edition, page 74.

Use a chalkboard example to explain to the children that they are to circle the correct word to complete each sentence. Then they are to match the sentence to the picture.



1. J\_\_\_\_\_ is in the box.  
Jump      Mother      Jill
2. See J\_\_\_\_\_ and Jill.  
Jill      Jack      Father
3. Sandy can j\_\_\_\_\_ up.  
Jill      run      jump

**Extending the Language Experience**

Children may be interested in studying trucks of different kinds. Pictures of trucks might be displayed and labelled. Children might watch for different kinds of trucks and note what they carry. A conversation with a driver may add to the children's knowledge about such transportation.

*Note:* In the first edition of *We Can Read Surprises*, pages 62, 63, and 64 accompany this lesson.

# 37: THE BIG BOX

Text Pages 127-130

## VOCABULARY

**Word Introduced:** house (54)

## PREPARING FOR READING

### Introducing the Story

Print on the chalkboard the title of the story. Have the children locate the story in the reader. Have them suggest what Jack and Jill might make with the box in the picture. As suggestions are given list them on the chalkboard. Children may suggest such things as a **boat, table, house, store, car, train, table**. Help the children, if necessary, to suggest uses for the box in both horizontal and vertical positions. The story might be read to find out what Jack and Jill did with their big box.

## READING THE STORY

**Page 127** Ask the children where the box is. Have the page read silently to find out what Jack and Jill say they can do with the box. Establish that they are going to play in the box. Read the list of chalkboard suggestions and have the children erase those that may be eliminated because Jack and Jill are going to play in the box.

**Page 128** Have the children notice that the box is now standing up. Refer again to the chalkboard list having the children erase those suggestions that may be eliminated because the box is now in an upright position. What is Jack carrying? Read to find out what Jack is going to do with the paint. What does Jill say she can do? What does Jill say they can make? From the experience with the words listed on the chalkboard and from the context clues the children will likely recognize the word **house** without further help.

**Page 129** Discuss the picture. Read to yourselves what Jack says he can do. What do you think he is painting green? To answer this question the children will need to remember that the box itself was to be painted yellow. Read on to find out what Jill is doing. What does Jill say they can do when they finish painting the box?

Discuss the picture. Draw attention to the words printed on the box. Have the first three sentences read to find out what Jill wants to play. How might they play this? Finish the story to find out what Jack asks Jill to do. What does Jack mean when he says, "Come in, Mother"? What do you think Jill would then say to Jack?

## Rereading

Write in a column on the chalkboard the page numbers of this story. Opposite each number print the name of one of the children in the group. Have these children read the story orally page by page. Use the chart developed in the previous lesson to help the children evaluate their own reading. Remind the children who are not reading that they are the audience and that it is important to be good listeners as well as good readers. If desired a chart entitled, "A Good Listener" might be developed at this time. Regular use of this chart and the one suggested in the previous lesson should help improve reading and listening skills.

### A GOOD LISTENER

1. Keeps very quiet.
2. Thinks about what is said.
3. Tries to . . .

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words — Chalkboard Activity:** Place in the pocket chart the words: **Jack, Jill, kitten, Mother, Father.** Print sentences on the chalkboard. Have the children read each sentence silently to decide who might have said it. Have one child read the sentence orally filling in the appropriate word or words.

1. "We can play house in the box," said \_\_\_\_\_ and \_\_\_\_\_.
2. "I have a box for a bed," said the \_\_\_\_\_.
3. "I have a surprise in the big box," said \_\_\_\_\_.
4. "I can make the big box yellow," said \_\_\_\_\_.
5. "I can help you, Jack.  
I can help you make a house," said \_\_\_\_\_.



**Noting Detail** — *We Can Read Surprises*, Expanded Edition, page 75.

**Using Context Clues — Seatwork Activity:**

puppet	fun	look
yellow	father	has

1. Jill's \_\_\_\_\_ has something for Jill.  
"Thank you, Father," said Jill.
2. "Oh, \_\_\_\_\_, Mother," said Jill.
3. "It is a red \_\_\_\_\_."
4. Jack \_\_\_\_\_ a puppet, too.
5. Jack's puppet is \_\_\_\_\_.
6. "We can have a puppet play.  
We can have \_\_\_\_\_."

**Seeing Relationships** — Place two words in the pocket chart. Ask the children to read the words silently and then make up a sentence using both words. Encourage the children to make their sentences interesting so that others will enjoy listening to them. Words such as the following might be used: **big, house; funny, bear; little, box; red, house; green, surprise.**

**Using Phonics**

**Auditory Discrimination of Consonants m, r, g, and b** — Place in the pocket chart the word **make**. Say two words, one of which begins like **make**. Have the children tell which word begins like **make**. The activity might be varied by using groups of three words, one or two of which begin like **make**. Follow a similar procedure for the words: **run, Goldilocks, bear.**

**Visual-auditory Discrimination of Consonant b** — Place in the pocket chart the word **bear**. On the chalkboard ledge place the word cards: **box, fun, big.** Ask the children to read these words silently. Tell the children that while you read the words on the cards, they are to listen to find out which words begin with the same sound as the word **bear**. When the words **big** and **box** are given, have them placed in the pocket chart, under the word **bear**. Help the children to notice that these words sound alike and look alike at the beginning. Use both upper and lower case initial letter forms.

## EXTENDING THE LANGUAGE EXPERIENCE

Have children use cardboard boxes to make things. Some may wish to make buildings, animals, and abstract forms.

Develop a language chart on the activity with boxes. This may be a record of what each person made.

### WE MAKE THINGS WITH BOXES

Billy made a house.

It was red and green.

Mary made a big animal.

She used five boxes.

Individual records may be made to accompany the projects. Sequence may be emphasized by using words **first step**, **second step**, etc. The sentences may be dictated by pupils and printed by the teacher.

### I MADE A TRAIN

#### **First Step**

I got seven little boxes.

#### **Second Step**

I made the engine.

#### **Third Step**

I coloured it black.

A group project using a big box may be carried out. This will serve to encourage the use of language in planning. It will also provide a prop for dramatization and play.

*Note:* In the first edition of *We Can Read Surprises*, pages 65 and 66 accompany this lesson.

# 38: THE NEW HOUSE

Text Pages 131-133

## VOCABULARY

**Words Reviewed:** house, new

## PREPARING FOR READING

### Introducing the Story

Have the children use the Table of Contents to locate the title of the new story. Discuss what the new house might be. After it has been suggested that the new house could be the one that Jack and Jill made in the previous story have the children find the story. Tell the children that in this story a new use is found for the house. Have them suggest what it might be.

## READING THE STORY

Page 131      Discuss the picture. Read the first line on this page to find out to whom Jack is calling. How do we know that he is excited? Have the rest of the page read to find out what he wants his father and mother to do.

Page 132      What are Jack's mother and father doing? Why do you suppose they did not come when Jack called to them? What is Jack telling his mother and father about the new house? What does Jill tell about the new house? What else does Jack say?

Page 133      What did they see? What does Jill say when she sees what has happened? What does Jack say? How do you think Jack and Jill feel when they see Sandy in the new house? Look at the picture at the bottom of the page. How do we know the house belongs to Sandy?

### Rereading

The conversation between Jack and Jill might be read in parts. As the story is read orally encourage the children to show with their voices how Jack and Jill feel during the different parts of the story.

## TEACHING THE READING SKILLS

**Noting Detail — Chalkboard Activity:** Have the children read the first two phrases silently to find out which one tells the colours Jack and Jill painted the house. Have one child frame the correct answer and read it orally.

Direct the reading of the other phrases and sentences.

- |  |   |
|--|---|
| 1. yellow and green<br>red and green           | 3. Come and help make the house.<br>Come and see the new house. |
| 2. make the new house<br>play in the new house | 4. Sandy is in the house.<br>The kitten is in the house.        |

**Recalling Events — Seatwork Activity:** Have the children read silently the words after the number 1. Help them to realize that this is only the beginning of a sentence. Have the children read the phrases in the second column to find the one that best completes the first sentence. Have one child print the number 1 on the line at the beginning of the correct completion. Then have him read the sentence orally. Have the children finish the activity independently.

- |                          |                           |
|--------------------------|---------------------------|
| 1. Jack and Jill         | _____the house.           |
| 2. The new house         | _____the mother.          |
| 3. Jack and Jill play in | _____have a new house.    |
| 4. Jack is               | _____is green and yellow. |
| 5. Jill is               | _____the father.          |

### Using Phonics

**Auditory Discrimination of Consonants s, p, t, and h** — Place on display the auditory charts that the children made for the letters s, p, t, and h. Have the children name each of the pictures on the s chart. Then ask them to name other words that begin like see. Repeat the procedure for the other letters.

Place in a row along the chalkboard ledge known words beginning with the consonants s, p, t, and h. Explain that when a child's name is called he is to go to the chalkboard, take the first word card on the left and read it. Then he is to place this word card beside the matching chart. The word *said*, for example, should be placed beside the s chart.

**Visual-auditory Discrimination of Consonant h** — Use the words *have*, *here*, *help*, *house*. Follow a procedure similar to the one suggested for teaching the visual-auditory discrimination of consonant b in lesson 37.

**Visual-auditory Discrimination of Consonants b and j** — Place in the pocket chart the letters B, b, J, and j. On the chalkboard ledge place the words *bed*, *Jack*, *jump*, *Big*, *Jill*, *box*, *bears*. Use both capitalized and lower case

forms. Beginning with the word card on the left, the children are to take the card, read the word, and place it under the appropriate letter in the card-holder.

**Visual-auditory Discrimination of Consonants b, h, and j** — *We Can Read Surprises*, Expanded Edition, page 76.

After the children have completed the activity have them choose several sentences to illustrate.

## EXTENDING THE LANGUAGE EXPERIENCE

Develop a co-operative story from Sandy's point of view. Have the children pretend to be Sandy. Beginning sentences may be used to help the children get started. "I am Sandy. I am Jill's dog. One day I was watching Jack and Jill." Discussion of the pictures on page 133 may be necessary to help the children decide what Sandy may have done in moving into the house.

Have the children make a drawing by following oral directions. Explain that in some items they will not draw or colour anything.

1. If Jack and Jill made a house out of a box, draw a big box on your paper.
2. If the house was mostly yellow, draw a window on the box.
3. If Jack made the flowers on the house, put a big X on the house.
4. If the children played in the house, put red flowers around it.
5. If Jack's father helped make the house, put a cloud over the house.
6. If Sandy went into the house, make a big S on the house.

A number of poems from *Time for Poetry*, by May Hill Arbuthnot, may be read to the children. "Doorbells", by Rachel Field, and "Bundles", by John Farrar may be timely.

*Note:* In the first edition of *We Can Read Surprises*, page 67 accompanies this lesson.

# 39: GRANDMOTHER COMES

Text Pages 134-139

## VOCABULARY

**Word Introduced:** Grandmother (55)

## PREPARING FOR READING

### Introducing the Story

Interest in the story might be aroused by saying to the children, "One day a visitor comes to Jack's house. Open your books at page 134 to find out who this visitor might be. This story tells us what happens when Jack's grandmother comes to visit."

## READING THE STORY

- Page 134     Have the title read. Read the first line and find out who is talking to the kitten. What does Jack say to the kitten?
- Page 135     What do you think is happening in this picture? Read the page to find out what Jack and Grandmother are saying to each other. Discuss the conversation between Jack and Grandmother so that the children will realize that Grandmother has a gift for Jack but that he does not yet know what the gift is. The children might suggest what is in the white box with the red ribbon.
- Page 136     Have the page read silently to find out what Jack gives his grandmother and what he tells her about the kitten.
- Page 137     What does Grandmother say when Jack gives her the kitten? What question does Jack ask his grandmother? How does she answer the question? Look at the picture. What is the kitten doing? What might the surprise be? Let's turn the page to find out.
- Page 138     What is the surprise? Who is surprised? Read the page to yourselves and find out what Jack says about his new present. After the page has been read question the children as to what Jack said about the Jack-in-the-box. What did the kitten do? Why do you think he jumped down?
- Page 139     What is Jack doing in the picture? What do you think he is pretending to be? What does he tell his grandmother he can

do? Read to the end of the story to find out what she says about Jack's game.

## Rereading

On the chalkboard print sentences from the story. Have the sentences read to decide who said them. Print the name of the speaker after each sentence. Have the story read orally to find out if the speakers are correctly named.

Thank you, Jack. \_\_\_\_\_

Oh, thank you, Grandmother. \_\_\_\_\_

It is a new pet for you. \_\_\_\_\_

It is a funny Jack-in-the-box. \_\_\_\_\_

I can jump up and down. \_\_\_\_\_

## TEACHING THE READING SKILLS

**Seeing Relationships** — Place words in the pocket chart:

Father	dish	yellow	Mother
red	make	box	play
bed	Grandmother	help	green
house	blue	run	jump

Explain to the children that they are to find all the words that are the names of colours. When a child answers, he comes to the pocket chart and points to the words as he reads them orally. Then have the children find the words that: are the names of people; are the names of things; tell what to do.

**Predicting Outcomes** — *We Can Read Surprises*, Expanded Edition, page 77.

In order that the children may do the workbook page independently present the following on the chalkboard. The children are to underline the sentence that completes the story.

"Look!" said Jill.

"I can have fun.  
\_\_\_\_\_."

1. I can draw a house.

2. I can see a bed.





**Noting Detail – Seatwork Activity:** The children are to number the sentence completions on the right to match the numbers on the left:

- |                            |                                    |
|----------------------------|------------------------------------|
| 1. Jack said,              | _____a new pet for Grandmother.    |
| 2. Grandmother said,       | _____jump up and down.             |
| 3. The kitten is           | _____a big Jack-in-the-box.        |
| 4. The Jack-in-the-box can | _____“Here comes Grandmother.”     |
| 5. Jack is                 | _____“I have a surprise for Jack.” |

**Drawing Conclusions – *We Can Read Surprises*, Expanded Edition, pages 78-79.** If difficulty is anticipated with these two pages, have the children locate pages 40 and 41 to recall how they did a similar story.

After the children have completed the activity, they may enjoy telling the story. They could also name the kittens.

### Using Phonics

**Auditory Discrimination of Consonants d, g, and y** – To give additional practice with the consonants **d**, **g**, and **y**, ask the children riddles that must be answered with words that begin like **d**own, **G**oldilocks, or **y**ellow. Riddles such as the following may be used:

1. It is something you chew. (gum)
2. It is a kind of animal. (goat, dog, donkey, duck)
3. In spring, you may find this yellow flower on a lawn.  
(dandelion)
4. Flowers grow in it. (garden)
5. This is the name of a month. (December)
6. Cars are kept in it. (garage)
7. Sometimes you do this when you are tired. (yawn)
8. Children play it. (game)
9. The yellow part of an egg is called this. (yolk)
10. This is another name for father. (dad)

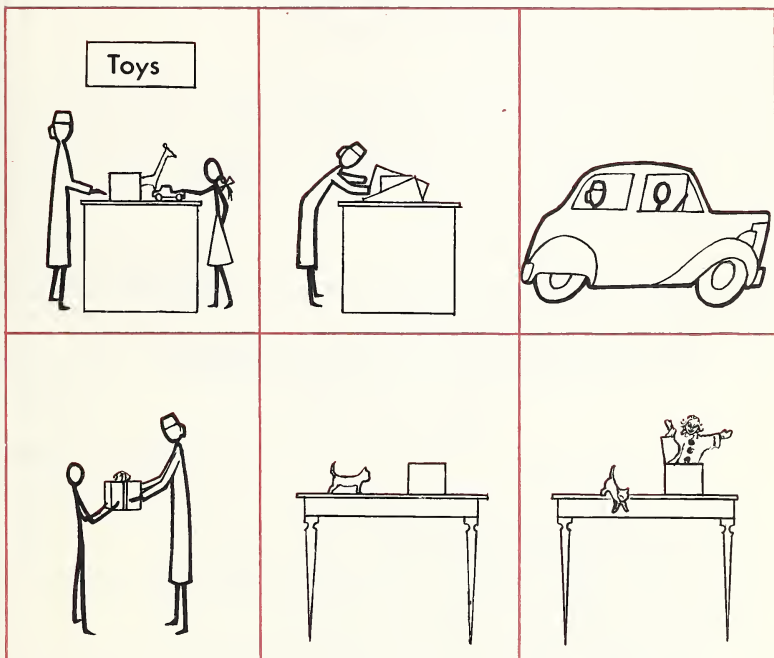
### Using Word Structure

**Variant Ending s** – Print on the chalkboard sentences using words such as: **come, comes, jump, jumps, draw, draws, help, helps**. Have the sentences read silently and then orally in answer to guiding questions. For example:

Here come Jack's mother and father.  
Here comes Grandmother, too.

## EXTENDING THE LANGUAGE EXPERIENCE

Have the children tell a story from the point of view of the Jack-in-the-box. Questioning may be necessary to have the children decide: where Grandmother got the Jack-in-the-box; how she wrapped it up; how the Jack-in-the-box liked riding in the car; etc. For some children a sequence of stick drawings may be helpful in developing the story.



The children might enjoy making their own Jack-in-the-box from construction paper. Show them how to accordion pleat a strip of lightweight cardboard or construction paper. They should be encouraged to use their own ideas for the head.

*Note:* In the first edition of *We Can Read Surprises*, page 68 accompanies this lesson.

# 40: SPOTS

Text Pages 140-144

## VOCABULARY

**Words Introduced:** spots (56), may (57), no (58)

## PREPARING FOR READING

### Presenting Vocabulary

**Spots, may, no** — Use **Language Development Picture 9** to introduce the words. Have the children look at the picture and notice the differences in the animals. Encourage children to tell what is happening in the picture. Print children's sentences on chart paper. Have the children observe the words **spots, may, no**, as these occur.

**spots, may, no** — *Alternative Procedure:* A story similar to the following might be used. As the story is told, the words in boxes should be printed on the chalkboard and read by the children.

One morning Jill's mother said, "I am going shopping."

Jill liked to go shopping, so she said to her mother,

May I come, too?

Her mother said,

Yes, you may.

"When are we going?" asked Jill.

"Not for a little while," said her mother. "I have some things to do first."

"May I go and play with Jack?" asked Jill.

Her mother replied,

Yes, Jill, you may.

As Jill left the house her mother called, "Be sure to keep your dress clean!"

Jill went to Jack's house. She found Jack busy painting with his new paints.

"May I make a picture, too?" asked Jill.

Jack replied,

Yes, you may.

The two children worked on their pictures.

All of a sudden Jack said, "Jill, look at your dress!"

Jill looked down. All over her dress there were spots.

Red spots,  
green spots,  
and yellow spots!

Jill hurried home. When she got there her mother was ready to go out. Do you think her mother took her shopping?

No, no!

Have the chalkboard sentences reread and the words **spots**, **may**, and **no** underlined.

### Introducing the Story

The story you are going to read today is called **Spots**. Print the title on the chalkboard. What kind of spots do you think they might be? After the children have suggested several possibilities have them locate the story on page 140.

### READING THE STORY

Questions and comments such as the following may be used.

Page 140 Give the children an opportunity to study the picture. This page tells us something about the spots. Read to find out what Jill says about them. After the page has been read ask a child to reread orally the line that tells about the spots. What kind of spots do you think Jill has? Why do you think she calls her mother?

Page 141 Look at the picture. What did Jill's mother do when she saw Jill's spots? Why? When Jill's father comes to the door, what does he ask? What does Jill's mother answer? What does Father say when he sees Jill's red spots?

Page 142 In the picture Father and Jill are talking. Read the page to yourselves to find out what they are saying. How does Jill think she is going to have fun in bed? Why can't she?

Pages 143-144 What is Jill doing in the picture? To whom do you think she is telephoning? Read the page to find out what she tells

Jack. What question does she ask him? What do you think he will say? Read the next page to find out.

After the children have looked at the picture and read the page to themselves, have two children pretend to be Jack and Jill carrying on the telephone conversation.

## TEACHING THE READING SKILLS

**Recognizing and Understanding Words** — Phrases and sentences similar to the following may be printed on strips of paper large enough to be seen by all the children. Direct the silent reading of each phrase and sentence.

red and yellow spots	a big green box
May I come down?	I have no spots.
a house for Grandmother	No, no, no!
I may jump up.	no box for the kitten
no kittens in the box	I can jump, too.

### Noting Detail — Seatwork Activity:

1. "I have red \_\_\_\_\_," said Jill to Jack.  
box      spots      pets
2. "\_\_\_\_\_ I come in?" said Father.  
may      make      May
3. "Yes, you \_\_\_\_\_ come in," said Mother.  
may      make      May
4. "You look \_\_\_\_\_," said Father to Jill.  
fun      funny      fish
5. "May the kitten play \_\_\_\_\_ bed?" said Jill.  
in      is      it
6. "I may have \_\_\_\_\_ pets in bed," said Jill.  
new      in      no
7. "I have \_\_\_\_\_ spots, too," said Jack.  
no      red      run
8. "Sandy is too \_\_\_\_\_," said Father to Jill.  
big      fun      little

**Recalling Events** — *We Can Read Surprises*, Expanded Edition, page 80.

Print sentences similar to the following on the chalkboard. After each sentence print the words **yes**, **no**. Explain to the children that some of the sentences on the chalkboard are true and some are not. Ask them to read the first sentence to themselves and decide if it is true or not true. After a child has answered explain to the children that because the sentence is not true they are to draw a line under the word **no**. Do the other two examples.

Goldilocks is green.	yes	no
Jill can run.	yes	no

Explain to the children that the sentences on page 80 of the workbook refer to the story in the reader.

### Using Phonics

**Auditory Discrimination of n, w, c, and f — Word Card Activity:** Have the children place on their desks their word cards for: **new**, **we**, **come**, **fish**. Have the words read. Say a word that begins like one of the words on their desks. When they hear the word they are to hold up the card that begins the same as the word given.

**Visual-auditory Discrimination of Consonant f** — Use the words: **funny**, **fish**, **for**, **fun**, **Father**. Follow a procedure similar to the one suggested for teaching the visual-auditory discrimination of consonant **b** in Lesson 37.

**Visual-auditory Discrimination of Consonants b, f, and h** — *We Can Read Surprises*, Expanded Edition, page 81.

### EXTENDING THE LANGUAGE EXPERIENCE

Use **Language Development Picture 9** to start children on an animal dictionary. They may illustrate one animal on a page. Print the name of the animal at the top of the page. Some children will be able to assemble these in alphabetical order.

An art activity called **Spots and Stripes** may be developed. Children may draw pictures in which there are spots and stripes. They may wish to have captions printed on their pictures. These pictures may be assembled into a **Spots and Stripes Story Book**. Children may enjoy looking at this big book from time to time.

*Note:* In the first edition of *We Can Read Surprises*, pages 69, 70, and 71 accompany this lesson.

# 41: SOMETHING NEW FOR JILL

Text Pages 145-148

## VOCABULARY

Word Introduced: with (59)

## PREPARING FOR READING

### Introducing the Story

The children will be willing to relate their own experiences when they had chicken pox, measles, or some other illness. They will be interested in telling how they felt, how long they had to stay in bed, what things they did, when they began to feel better, etc. Tell the children that in this story they are going to find out what Jill did when she was sick in bed.

## READING THE STORY

- Page 145     Have the children read the title to themselves. What might the "something new" be? Read Jill's first speech to find out what she wants to do. What is her father's answer? What does Jill ask her father next? Where must her father be? What is his answer? Have the children suggest how Jill and her father might have fun.
- Page 146     Discuss the picture. What has her father brought with him? What might be in the box? Father speaks first. What does he want Jill to do? Jill takes something out of the box. What does she say about it? What question does she ask her father? What answer does he give her?
- Page 147     Discuss what Jill and her father are doing in the picture. On this page Father and Jill talk about what they are doing. Read the page silently to find out what they say. Question the children about details of the conversation. Why do you think they made little spots on the puppet?
- Page 148     After the children have had an opportunity to look at the picture, ask them to suggest a name for the puppet. Then have them read to find out what Jill calls her puppet. What does she say to the puppet? Why do you think she calls it "Little Spots"?



## Rereading

Choose two children to read the parts of Jill and Father. Two other children could be chosen to pantomime the parts while the story is read. To involve more children, a different "Jill" and "Father" might be chosen to read each page.

## TEACHING THE READING SKILLS

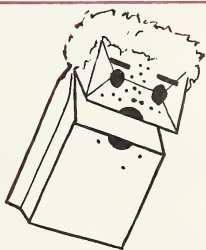
**Recognizing and Understanding Words** — Place the following words in the pocket chart: three, house, bed, no, up, yellow, big, fish. Explain to the children that you are going to tell them about one of these words. They are to find that word. Clues similar to the following might be used:

1. It is the opposite of yes.
2. It is a number.
3. It is a colour.
4. It is the opposite of down.
5. It is a pet.
6. It is the opposite of little.
7. It is a piece of furniture.
8. It is a building that has doors and windows.

**Drawing Conclusions** — *We Can Read Surprises*, Expanded Edition, pages 82-83.

Use a chalkboard example. Have the children read the story. Have one child follow the directions given. Then have the children answer the questions.

Here is a puppet.  
It is Jill's puppet.  
Jill can make the puppet  
jump up and down.  
Colour the puppet brown  
and green.



1. Is it Jack's puppet?
2. Has the puppet spots?

Yes	No
Yes	No

Explain that in the workbook there are three stories. The children are to read these stories and then follow the directions. Then they are to answer the questions.

## Using Phonics

**Auditory Discrimination of Consonants g, l, s, and y** — Place in the pocket chart the word **Goldilocks**. Explain that you are going to say some sentences, leaving out one word. The children are to complete the sentence by using a word that begins like **Goldilocks**. Say sentences such as: 1. “Maaa,” said the little\_\_\_\_\_. 2. Jimmy wants to\_\_\_\_\_to the show. 3. The dog jumped over the\_\_\_\_\_. 4. The man drove his car into the\_\_\_\_\_. 5. “Come here,” said the\_\_\_\_\_. 6. Please\_\_\_\_\_me the milk out of the refrigerator. Follow a similar procedure for the words: **look**, **see**, **you**.

**Visual-auditory Discrimination of Consonant s** — Place in the pocket chart the following words: **See**, **Sandy**, **Said**, **Something**, **Surprise**. Have the children notice that the words sound the same and look the same at the beginning. Print the letters s and S on the chalkboard and have them read.

**Seatwork Activity:** Explain to the children that in doing this assignment two of the words will not be used.

See	said	Sandy
surprise	something	see
bears	sees	surprises

1. Jill said, “I see three s\_\_\_\_\_ for Jack.”
2. Jill plays with S\_\_\_\_\_.
3. The box is a s\_\_\_\_\_ for Jack’s mother.
4. “Come and play with the kitten,” s\_\_\_\_\_ Jack.
5. S\_\_\_\_\_ the funny puppet.
6. Father can make s\_\_\_\_\_ funny.
7. Jack s\_\_\_\_\_ Jill’s new puppet.
8. Father said, “I s\_\_\_\_\_ Little Spots.”

**Visual-auditory Discrimination of Consonants h, j, b, f, and s** — Place along the chalkboard ledge the words: Jack, funny, see, Jill, Sandy, fish, bed, something, have, fun, help. Use both capitalized and lower case forms of the word. Place them in random order. Review with the children the names of the letters as you place them down the left-hand side of the pocket chart.

Beginning from the left-hand side of the chalkboard ledge have a child take the card and read the word. Then ask him what letter is at the beginning of the word. Have him place the word in the pocket chart beside the appropriate letter.

### Using Word Structure

**Variant Ending s** — Print sentences on the chalkboard using the following verbs: make, makes, play, plays, look, looks. Have the sentences read silently and then orally.

Example: 1. Jack and Jill play with Sandy.

2. Jill plays with Sandy.

## EXTENDING THE LANGUAGE EXPERIENCE

**MEASLES**

Ring went the tel-e-phone 'twas Jill called to say, Oh  
I cannot come to see you, replied Jack to Jill, For  
Jack I have the measles and can't come to play  
I have little spots too and feel rather ill. The  
Can you come to my house and visit me today...  
Doctor came to visit me and left a little pill. But...  
I would like to see you but bed is where I stay.  
when we both are bet-ter I'll race you up the hill.

**Nan Allin.**

Have children make paper bag puppets. Some will want to make Little Spots. Encourage some to make other characters so that conversations can be worked out. For some children it may be necessary to suggest titles for these conversations: Little Spots Meets the Space Man, Little Spots' New Friend, Little Spots and the Clown, etc. Let pairs of children work together developing their conversations for presentation to the group. These conversations should be kept short. Most children will need help in manipulating the puppets. Some tend to forget that they are talking through the puppets and simply converse with each other. Encourage the children to watch what the puppets are doing, rather than look at the other manipulator. Some evaluation may be done after the conversations. Elicit positive comments by asking questions such as: Why did you like the show that David and Helen did? What was the funniest part?

*Note:* In the first edition of *We Can Read Surprises*, page 72 accompanies this lesson.

## 42: LITTLE SPOTS

Text Pages 149-150

### VOCABULARY

**Words Reviewed:** with, puppet, surprise

### PREPARING FOR READING

#### Introducing the Story

If the suggestions for Extending the Language Experience in the previous lesson were followed, have the children recall the puppets they made and what they did with them. Have one child open his book at page 148, and read the last three lines orally. Print on the chalkboard the title of the new story. Ask the children what they think may happen in this story.

### READING THE STORY

Pages 149-150    Who is missing in the picture on page 149? Where do you suppose Jill is? Do you think Mother knows where Jill is? Read the first three lines to find out what Mother says. Mother then plays a guessing game with Little Spots. What guesses does she make? Read the rest of the story silently to find out how Mother and Little Spots play this game. When Mother made the right guess, what happened? Why do you think Jill's mother asked so many questions?

#### Rereading

In this story Mother asks the puppet a series of questions. Have the children locate and read the first question that Mother asks the puppet. Then have them locate and read the puppet's answer. Continue this procedure to the end of the story.

### TEACHING THE READING SKILLS

#### Recalling Events — Seatwork Activity:

- |   |     |     |
|---|-----|-----|
| 1. Is Little Spots a puppet?                | yes | no  |
| 2. May Jill play with the puppet?           | yes | no  |
| 3. Is Jill's father in bed with the puppet? | no  | yes |
| 4. Is the puppet a bear?                    | yes | no  |

- |  |     |     |
|--|-----|-----|
| 5. Can Mother see Little Spots in bed? | no  | yes |
| 6. Can Jack see Jill in bed?           | no  | yes |
| 7. Is Sandy in bed with Jill?          | yes | no  |
| 8. Is Jill in bed with the puppet?     | yes | no  |
| 9. Can Jill surprise Mother?           | yes | no  |

**Using Context Clues – Seatwork Activity:** The children are to complete the sentences by using a word from the top of the page. One word will not be used.

puppet	box	it	help
may	yellow	up	fun
1. "I can_____you," said Jack to Father. 2. "It is_____to play with the puppets," said Jill. 3. "Come here," said Jill to Sandy. "Jump_____here." 4. Little Spots is a funny_____. 5. "I have a new_____dish," said Mother. 6. I see a surprise in the_____. 7. Is_____a big surprise?			

### Using Word Form Clues

**Upper and Lower Case Initial Letter Forms** – To give additional practice in upper and lower case initial letter forms, devise a review activity including the words: may, grandmother, house, it, is, box, puppet, red, fun.

### Using Phonics

**Visual-auditory Discrimination of Consonant m** – Place on the chalkboard ledge the word cards for: dish, me, bed, mother, too, make, may, new. Review the names of the pictures on the auditory chart for the consonant m. Have the children select from the chalkboard ledge the word cards that go with the chart. Have these words read and placed in a column in the pocket chart. Help the children observe that these words sound alike and look alike at the beginning. Place the letter m at the top of the column. Ask a child to name it. Have the children place in the pocket chart opposite the lower case form, the capitalized form of each of the above words. Place the letter M at the top of this column.

### Using Word Structure

**Plurals — Seatwork Activity:** Have the children fold a large sheet of paper into eight. Have them number each square. Then have them illustrate the numbered phrases.

- |                                |                         |
|--------------------------------|-------------------------|
| 1. a big orange bed            | 5. 4 little white bears |
| 2. three brown puppets         | 6. a house for Sandy    |
| 3. a black bear with red spots | 7. three houses         |
| 4. 2 kittens in a green box    | 8. a puppet in bed      |

### EXTENDING THE LANGUAGE EXPERIENCE

Puppets may be used for further dramatizations. A guessing game may be played in which a child selects something and places it in a box. Then he holds his puppet near the box. Another child brings a puppet to the box. The second puppet guesses what is in the box. The question and answer situation can be repeated changing the object in the box. Children will enjoy using their puppets' names in the dramatization.



## 43: THE FUNNY PUPPET

Text Pages 151-154

### VOCABULARY

**Word Introduced:** me (60)

### PREPARING FOR READING

#### Introducing the Story

A story such as the following may be used to introduce the word *me* and to arouse interest in the story. The sentences in the boxes are printed on the chalkboard and read by the children as the story proceeds.

One morning when Jill's mother went into the bedroom to see Jill she said,

Jill, I have a surprise for you!

She told Jill to look in the mirror.

Jill jumped out of bed and ran over to the mirror.

"Oh, Mother," she said, "My spots are gone! Am I better? May I get up now?"

"Yes, Jill," laughed Mother, "You are better. You may get up."

"Hurrah!" said Jill. "I'm better."

The kitten may play with me.  
Sandy may play with me, too.  
May Jack play with me?

May I go to Jack's house?"

"I don't know," laughed her mother. "We'll have to find out if Jack is better, too."

Have the children turn to page 151. Do you think Jack is better? How do you know? What will Jack probably do now?

### READING THE STORY

Guide the first reading of the story with questions and comments similar to the following.

Page 151      Read to find out what Jack is saying to his grandmother. What does Grandmother say to Jack? What do you suppose Jack will say when he talks to Jill on the phone?

- Page 152      What has Jill brought to show Jack? Read what Jill tells Jack about the puppet. What does Jack want to know about the puppet?
- Page 153      What is Jill's answer? Jack asks Jill two more questions. What are they? What does Jill answer? Now that Jack knows how to work the puppet, to whom might he show it? Turn the page to find out.
- Page 154      Read the first three lines on this page to find out who is talking. Read the rest of the page to yourselves to find out what the puppet says to Grandmother. What do the puppet say he can do? What does he want Grandmother to do? If Jack is pretending to be the puppet, what kind of voice might he use? Have a child read the page, pretending to be the puppet.

### Rereading

To provide practice in reading to find proof, have one pupil read orally until he finds proof that Jack no longer has the measles. Continue the rereading, having children read orally until they have read the part that proves that:

1. the puppet has a name.
2. Jack thinks the puppet is funny.
3. Jill can make the puppet jump.
4. Jill will let Jack play with the puppet.
5. the puppet wants Grandmother to play.

### TEACHING THE READING SKILLS



**Recognizing and Understanding Words** — Print phrases on strips of heavy paper. Present these phrases one at a time giving the children an opportunity to read each one silently before reading it orally. Include phrases such as: **come with me; something for me; see me jump; a surprise for you; help me make it; Mother and me; play with me; down and up.**

**Noting Detail — Seatwork Activity:** The children will need to use their readers in order to do this activity. They are to underline only those sentences that tell about the picture on the pages listed. For some pages only one sentence will be underlined.

Page 151 Here is Jack with Grandmother. Jack has red spots. Grandmother said yes to Jack.	Page 152 Little Spots has spots. Jill has the puppet. Little Spots sees Sandy.
Page 153 Jill makes the puppet jump up and down. Jack plays with Little Spots. Jack's father sees the puppet in bed.	Page 154 Jack and Jill have fun with the puppet. Grandmother has the puppet. The puppet has orange and black spots.

**Using Context Clues** — *We Can Read Surprises*, Expanded Edition, page 85.

Use a chalkboard example similar to the following to explain how the workbook page is to be done. The children are to circle the word that best completes the sentence.

<p>"Can you see _____ in the house?" said Jill.</p> <p>we          me          I          you</p>	
<p>"_____ can play with you," said Jack.</p> <p>Me          I          You          Yes</p>	

**Noting Detail** — *We Can Read Surprises*, Expanded Edition, pages 86-87. If difficulty is anticipated with the activity on page 87, have the children read sentence 1 on page 86, then find the picture that goes with this sentence. Have them number this picture 1.

Following this activity the children may retell the story. A chart could be developed co-operatively recording the children's ideas.

### Using Phonics

**Auditory Discrimination of Consonants d, p, r, and w** — **Word Card Activity:** Have the children place on their desks their word cards: down, pets,

run, we. Explain that when you say a word that begins the same as **down**, they will hold up the word card for **down**. Follow a similar procedure with the other words. The activity may be varied by saying words that do not begin with these consonants. Then each child will hold up his hand with no card in it.

## **EXTENDING THE LANGUAGE EXPERIENCE**

Have children make up telephone conversations such as the one that took place between Jack and Jill in the story. Before the conversations are given, set up the situation.

Jack is phoning Jill. Why is he calling? Jill's mother answers. Jack asks for Jill. Jack speaks to Jill.

Continue the use of simple puppets for dramatization and story telling. For emphasis on individual story telling, have a pupil talk through his puppet and tell of the puppet's adventures. Some children may need a beginning for a story. Suggest: "My name is Green Spots. One day a most exciting thing happened to me." or , "I am a puppet. My name is Spooky. I am a ghost." In some cases the teacher may need to demonstrate how a story can be told using the puppet.

*Note:* In the first edition of *We Can Read Surprises*, page 73 accompanies this lesson.

# 44: FUN FOR THREE

**Text Pages 155-160**

## VOCABULARY

**Words Introduced:** grey (61), bunny (62), brown (63), mouse (64)

## PREPARING FOR READING

### Presenting Vocabulary

bunny, mouse — At the beginning of the story the children read that Jack, Jill, and Jack's grandmother are going to make puppets. Part of the fun in reading the story is finding out what kinds of puppets they make. It is suggested that the words **bunny** and **mouse** be first encountered in the actual reading of the story.

### Introducing the Story

Have the children locate the title of the story in the Table of Contents. What does the title tell us about the story? Have them turn to page 155. Discuss the picture. Ask the children about the uses of various things shown. How could these things be used by three people to have fun? Who might own such a box? Have the children suggest who might be the three who are having fun. Have the children turn to page 156. The story might then be read to find out what Jack, Jill, and Jack's grandmother did with the things in the box.

## READING THE STORY

- Page 156      Guide the silent reading of this page to establish that Jack's grandmother is going to help Jack and Jill make puppets, using the materials in the box.
- Page 157      Discuss the picture. Have the children tell what Jack's grandmother is making. Ask how the ball of fur in Jack's hand might be used. Have the children read the page to find out what Grandmother and Jack say about what they are making.
- Page 158      Have the children suggest what Jack might make with a brown sock. Have the page read to find out: what questions Jack asks, how Grandmother answers him, and what Jack is going to make.
- Page 159      Jill has found something else in the box. Read to find out what she wants to do with it. What kind of puppet might Jill make

with a grey sock? List the children's suggestions on the chalk-board. It may be necessary to hint so that the mouse will be among the children's suggestions. In the story Jack's grandmother tells what kind of puppet Jill can make. Read to yourselves what Grandmother says. After the children have read Grandmother's speech, have them tell what kind of a puppet Jill makes. What did Jack and Jill say to Grandmother after she helped them make the puppets?

Page 160

Have the children read the page silently to find out what is said about the new puppets.

## TEACHING THE READING SKILLS

### Drawing Conclusions — Seatwork Activity:

1. Can a box run?	yes	no
2. Can a kitten play in a box?	yes	no
3. Has a bunny green spots?	yes	no
4. Can a puppet have little spots?	yes	no
5. Is a bunny white?	yes	no
6. Can a bed play with a box?	yes	no
7. Can Jack's grandmother make puppets?	yes	no
8. Can a bear make a puppet?	yes	no
9. Can you draw a funny mouse?	yes	no
10. Can you colour a puppet red and yellow?	yes	no
11. Can kittens box?	yes	no

**Following Directions** — *We Can Read Surprises*, Expanded Edition, page 88.

**Drawing Conclusions** — *We Can Read Surprises*, Expanded Edition, page 89.

### Using Phonics

**Visual-auditory Discrimination of Consonant p** — Place the words **pets** and **puppets** in the pocket chart. Have the children observe that these words sound and look alike at the beginning. Place the letter **p** above the cards and have it named. Place the capitalized forms of the words opposite the lower case forms. Above **Pets** and **Puppets** place the letter **P**.

## Using Word Structure

**Variant Endings s and ing** — Print on the chalkboard the sentences:

1. Jill can look for something grey.
2. Jill looks for something grey.
3. Jill is looking for something grey.

Have the first and second sentences read. Draw a line under the word **look** in sentence one. Ask, "Which word in sentence two is made from the word **look**?" Have a child underline the word **look** in **looks**. Then have the children find the word in sentence three that has **look** in it. Underline the word **look** in **looking**. Say to the children, "Read the third sentence to yourselves. See, if by reading to the end of the sentence, you can work out the new word." Have the sentence read.

Give additional practice with the variant endings by having the children read phrases such as: **jumping down; jumps up; playing with a kitten; helping Mother; looking for Jill.**

## EXTENDING THE LANGUAGE EXPERIENCE

The story may be extended by having the children look at the picture on page 160, then make up a conversation among the three puppets. This might be recorded on chart paper.

**Fun for Three** can be related to creative activities. Have children work in groups of three. Have them use a scrap box, a box of puppets, a box of dress-up materials, or art materials. Each group should work out something they can show the class. Some may make a co-operative picture by cutting and pasting real materials on large paper. Others may work out a little play using props. Some may have fun working out a puppet show.

*Note:* In the first edition of *We Can Read Surprises*, pages 74 to 76 accompany this lesson.



# 45: A BOX FOR THE PUPPETS

Text Pages 161-162

## VOCABULARY

**Words Reviewed:** box, it, thank, has

## PREPARING FOR READING

### Introducing the Story

Review with the children the events of the previous story. Print the title of the new story on the chalkboard. Discuss why the puppets might need a box. Two possibilities may arise. A box might be used for a stage or it might be used to store the puppets. Have the children turn to page 161 to find out what kind of box it is.

## READING THE STORY

Page 161      What is happening in the picture? Jack's mother and father are talking to each other. Read the page to yourselves to find out what they say. After the page has been read, have a child read orally the line that proves that Jack and Jill do not know about the box. Have Jack's father's question and the reply read orally. Have the children suggest how his mother might help.

Page 162      How did Jack's mother help? When the puppet stage was finished what did Jack's mother call to the children? Have her speech read orally to show that she is calling to Jack and Jill. Have the children read to find out what Jack said when he saw the puppet stage. What did Jack tell Jill they could do?

### Rereading

Let the children choose partners and reread the story quietly to each other.

## TEACHING THE READING SKILLS

**Seeing Relationships — Word Card Activity:** Have the children use the word cards cut out from *We Can Read Surprises*, Expanded Edition. Have them find the word **Colour** and place it at the top of their desks. Explain that they are to select all words that are colours and put them under the word **Colour**. Have them find the word **Run** and place it at the top of their

desks. Explain that they are to select all the people and animals that can run and put them under the word **Run**.

**Drawing Conclusions** — *We Can Read Surprises*, Expanded Edition, pages 90-91. If difficulty is anticipated with this activity have the children refer to pages 82-83 in their workbooks. Have the story reread and the first few questions answered. Then have the children locate pages 90 and 91. Explain to them that this time they are to read the picture story on page 90 and the top of 91. Then they are to answer the questions in the same way that they answered those on page 83.

**Using Context Clues — Seatwork Activity:**













Yes	Thank	puppets
We	see	something
too	Jill	has

1. Jack's father makes \_\_\_\_\_ for the puppets.
2. Jack's mother makes something, \_\_\_\_\_.
3. Can Jack's father surprise Jack and \_\_\_\_\_?
4. Mother said to Father, "\_\_\_\_\_, I can help you."
5. Jack's mother said, "Come and \_\_\_\_\_ the surprise."
6. Jack said, "\_\_\_\_\_ you for the box."
7. Jack and Jill can play with the \_\_\_\_\_.
8. Jack said to Jill, "\_\_\_\_\_ can have a puppet play."
9. Jack \_\_\_\_\_ fun with the puppets.

## Using Phonics

**Visual-auditory Discrimination of Consonants (review) – Seatwork Activity:** Have the children print the correct initial consonant for each picture.

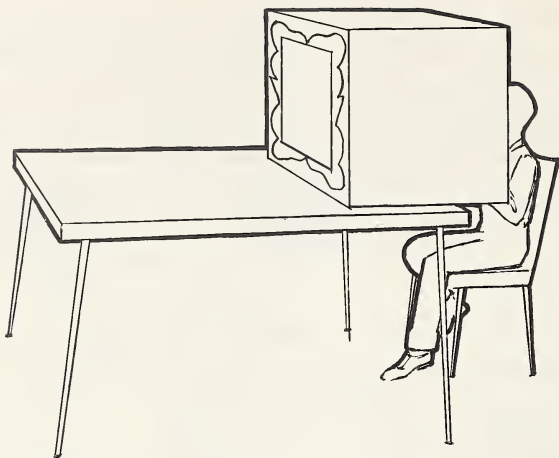
b	f	h	j	m	s	p
						
						
						
						

## EXTENDING THE LANGUAGE EXPERIENCE

The making of a simple puppet stage will provide manipulative and language experience. Children should be allowed to experiment with boxes to find out how a stage could be made. A chart may be developed after the work has been done. They might list the steps that were taken.

### MAKING A STAGE

1. Get a large box.
2. Cut a hole in the front.
3. Make a frame around the hole.
4. Cut out part of the bottom of the box.
5. Set it on a table so that part of it is on the table and part is hanging over.
6. Put something heavy in the front part of the stage so that it does not tip over.
7. Put puppets up through the opening at the back.



Poems from May Hill Arbuthnot's collection *Time for Poetry* may be read. Include: "What is It?" by Marie Louise Allen, and "Mouse," by Hilda Conkling.

The story *Small-Tot*, by Françoise, may be enjoyed at this time.

*Note:* In the first edition of *We Can Read Surprises*, page 77 accompanies this lesson.

# 46: A HOUSE FOR A MOUSE

## Act 1

Text Pages 163-166

### VOCABULARY

**Words Reviewed:** grey, bunny, mouse, bear, house, spots

### PREPARING FOR READING

#### Introducing the Story

Discuss how Jack and Jill might plan to make a puppet play. List the names of the puppets they might use: big brown bear, bunny, little grey mouse. Show the children some props such as a ball, a small match box, a big box. Have them think of ways Jack and Jill might work these into a puppet show. Tell the children that Jack and Jill decided to make their play in rhyme. Use a rhyme to demonstrate how they did it.

Jack said to Jill,  
We will work all day.  
Then we will finish  
Our puppet play.

Have the children clap the rhythm of the verse. Have them sing it to a tune such as Twinkle, Twinkle Little Star. Explain that the play is in two parts. Each part is called an act.

### READING THE STORY

- Page 163 Who is on the stage when the play opens? What might he be doing? Have the children read the verse silently to find out what the bear is doing. Read the verse and clap the rhythm for the children. Then have a child read the verse.
- Page 164 Ask who has come along and what he has brought. Why do you think he has brought the ball? Have the children read the whole page silently to find out what the bear and bunny say. Have the bunny's verse read silently and the rhythm clapped. Have it read orally. Repeat the procedure with the bear's verse.
- Page 165 Who has arrived? Read to find out what the bear says to the mouse. Read to find out what the mouse answers. Have each

verse read orally. What do you think is in the box that the bunny and bear have?

Page 166

What is the surprise? Read the first verse to find out what the mouse says about it. Read the second verse to find out what the puppets have to do next.

## TEACHING THE READING SKILLS

**Following Directions** — Simple cut-outs, paper bag puppets, or hand puppets may be used for this activity. Print sentences such as the following on strips of heavy paper. Explain to the children that they are to read the directions silently. Then have one child carry out these directions while the other children decide whether or not he has read the directions correctly.

Make the big bear jump up.

Make the grey mouse run.

Make the bear play with the bunny.

Make the bunny jump up and down.

Make the mouse run and jump.

### Noting Detail — Seatwork Activity:

1. The brown bear is funny.	Yes	No
2. The bear is little.	Yes	No
3. The bear can jump up and down.	No	Yes
4. Bunny has a surprise for the bear.	No	Yes
5. The surprise for the bear has spots.	Yes	No
6. The mouse has a little bed for the bear.	No	Yes
7. The surprise for the mouse is a big bed.	No	Yes
8. "Help me look for a pet," said the mouse.	Yes	No

**Finding the Main Idea** — *We Can Read Surprises*, Expanded Edition, page 92. If difficulty is anticipated with this activity, have the children locate page 57, in order to recall how they did a similar activity.

## Using Phonics

**Visual-auditory Discrimination of Consonants b, h, m, and p** – *We Can Read Surprises*, Expanded Edition, page 93.

After the children have completed this activity have them recall the events in the stories illustrated. This can be done by saying, “In which story did

**Visual-auditory Discrimination of Consonants (review)** – Duplicate the following letters.

m	b	p	f
s	j	h	

Have the children cut the squares and arrange the letters on their desks. Begin by pronouncing one at a time words in the children’s reading vocabulary that begin with one of the above consonants. Ask the children to hold up the letter that shows the sound they hear at the beginning of the word. Check their responses. After practice with words from their reading vocabulary give words from their speaking vocabulary.

## Using Word Structure

**Variant Endings s and ing – Seatwork Activity:**

1. “May I \_\_\_\_\_ with the puppet bunny?” said Jack.  
play plays

“No,” said Jack’s grandmother.

“Jill is \_\_\_\_\_ with the bunny.  
plays playing

You may \_\_\_\_\_ with the bear.”  
play playing

2. “I can \_\_\_\_\_ Mother,” said Jack.  
help helps

“Grandmother is \_\_\_\_\_ me, too,” said Mother.  
helping help

3. Jack is \_\_\_\_\_ a funny bear.  
draws drawing

Jill is \_\_\_\_\_ the kitten yellow.  
colours colouring



## EXTENDING THE LANGUAGE EXPERIENCE

The rereading and memorizing of parts of the play may come naturally. It may be dramatized using simple hand puppets. Children may like to make pictures of the three characters and say a verse as they show their pictures.

*Note:* In the first edition of *We Can Read Surprises*, pages 78 and 79 accompany this lesson.

# 47: A HOUSE FOR A MOUSE

## Act 2

**Text Pages 167-173**

### VOCABULARY

**Words Reviewed:** bed, dish, with, for

### PREPARING FOR READING

#### Introducing the Story

Suggest to the children that at the end of Act 1, Jack and Jill would pull the curtain on the puppet stage. Why might they need a little time at the end of Act 1 to get ready for Act 2? Why would the audience be curious about what would happen next? What does the little mouse have to do now that he has a new bed?

### READING THE STORY

Page 167 Have the children examine the picture. Where do you think the mouse is going? What do you think the other two puppets are going to do? Read the first verse to see what the bear says he will do. Read the second verse to find out what the bunny is going to do. Are the three puppets good friends? Why do you think so? What might they find that could make a good house for a mouse?

Page 168 Read what the bear says about the box he has found. Read what the mouse says about the box. Which verse tells that the mouse thinks the box is too small?

Page 169 Who else has found a house for the mouse? What does Bunny say about it? What does the mouse say about it?

Page 170 What has the bear found this time? Read the first verse to find out what the bear thinks about it. Read the second verse to find out what the mouse thinks about it. Can you think of reasons why the dish would not be a good house for a mouse?

Page 171 What have the bear and the bunny found this time? Read the first two lines the way they might say them. Read the rest of

the page to see what the mouse thinks of the basket. Read the line that tells that he is excited about the new house.

Page 172 Read the page to find out what idea the bunny and the bear get. What does the mouse think about their idea?

Page 173 Read the page to find out which puppet said this verse. Why might you say this play has a happy ending?

## Rereading

The entire play may be reread in parts. Encourage the children to read rhythmically. Clapping the rhythm or singing the words may help.

## TEACHING THE READING SKILLS

**Finding the Main Idea – Seatwork Activity:** The children are to reread each page of the story to decide which of the two sentences goes better with the page. They are to draw a line under that sentence.

Page 167 The bear and the bunny help the mouse.  
The bear helps the mouse.

Page 168 The box is too big for the bear.  
The box is too little for the mouse.

Page 169 The box is too little for the mouse.  
The box is too big for the mouse and the bed.

Page 170 The dish is a house for a fish.  
The box is a house for a fish.

Page 171 Here is a bed for a bear.  
Here is a new house for the mouse.

Page 172 The bunny and the bear may come in.  
The bunny and the kitten may come in.

Page 173 Here is a house for three.  
Here is a house for three bears.

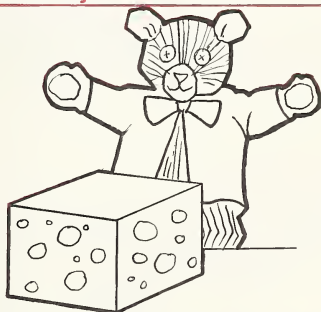
**Recalling Events** — *We Can Read! Surprises*, Expanded Edition, page 94.  
Use a chalkboard example similar to the following in order to explain to the children how the workbook activity is to be done.



Here is a new bed.  
In the play the bunny sees it.  
It is a little bed.  
It is for the bear.

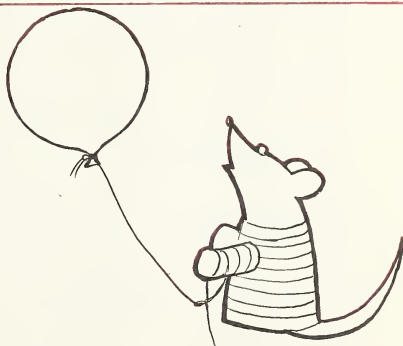
**Following Directions — Seatwork Activity:**

Jack makes a bear  
Jump up and down.  
It is a funny bear,  
Yellow, green, and brown.  
“I have a box,”  
The big bear said.  
“The box is blue  
And the spots are red.”



Colour the bear and the box.

Jill makes the little mouse  
Run and play.  
The mouse is red, and white,  
And grey.  
The little mouse  
Has something new.  
It is something  
Yellow and blue.



Colour the mouse and something new.

## Using Phonics

**Rhyme** — *We Can Read Surprises*, Expanded Edition, page 95.

Say to the children a number of rhyming couplets, asking them to complete the second rhyming word in each. For example:

Take a look	Over the log
At my new_____.	Jumped a_____.
I gave my toy	Up the hill
To a little_____.	Went Jack and_____.

Print the following unfinished rhyme on the chalkboard. Have it read. Then have the children decide which word is needed to complete the rhyme. Have a child circle that word.

Jack has a house  
And a little grey\_\_\_\_\_.

fish            mouse            may

## Using Word Structure

**Variant Endings s and ing — Seatwork Activity:**

1. The big bear is\_\_\_\_\_up and down.  
jumping, jumps
2. The bunny\_\_\_\_\_with the bear.  
play, plays
3. "Help me\_\_\_\_\_for a house," said the mouse.  
looking, look
4. We can\_\_\_\_\_a surprise for the bunny.  
make, makes
5. The bear said, "\_\_\_\_\_with me."  
Come, Comes
6. The bear is\_\_\_\_\_the mouse.  
help, helping
7. "\_\_\_\_\_me a funny house," said Jill.  
Draw, Draws
8. Jack is\_\_\_\_\_the mouse grey.  
colouring, colours

## EXTENDING THE LANGUAGE EXPERIENCE

The rhyming verses may interest children in making up rhymes. This could be motivated by using puppets. Have the children think of rhymes the puppets could say. Children may be interested in making up other plays about the bear, the bunny, and the mouse. These might be performed with or without puppets.

The poem "The House of the Mouse", by Lucy Sprague Mitchell, in *Time for Poetry*, by May Hill Arbuthnot, may be presented. It tells of an altogether different house. Similarities and differences might be observed by the children as they hear the poem and compare it with the house in the play.

For choral speaking use "Conversation" in *Let's Enjoy Poetry*, by G. N. Edwards.

Use the film strip "Spots", *Young Canada Reading Series*, Thomas Nelson and Sons (Canada) Limited, to review vocabulary already presented and to promote the use of picture and sentence clues in meeting new words.

## 48: CAN YOU READ?

Text Page 174

The purpose of this page is to find out how well the children have mastered the vocabulary of the third unit. Each word is presented in isolation and then in context. It is suggested that each child be tested individually. A record of the children's reading may be kept, using a form similar to the one suggested in lesson 19.

**Can You Read? Test Activities** — *We Can Read Surprises*, Expanded Edition, page 96.

Print the following on the chalkboard:

1. green	yellow	you	too
2. run	red	draw	colour

Point to the first row as you say, "I am going to read one of the words in this row. Then I am going to ask someone to draw a line under it. The word is **too**." Have one child draw a line under the word **too**. Have the word **draw** underlined in the second row. Have the children locate page 96 in their workbooks. Explain that they are to draw a line under the one word in each row, just as they did on the chalkboard.

Test words are located on the inside cover of the workbook. For the second part of the test, the children are to use a different coloured pencil or crayon and draw a circle round the word.

*Note:* In the first edition of *We Can Read Surprises*, page 80 accompanies this lesson.



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